

# Remote Learning Policy

1<sup>st</sup> Review: 21.4.20

2<sup>nd</sup> Review: 12.5.20

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4<sup>th</sup> Review: 12.7.20

5<sup>th</sup> Review: 2.9.20

6<sup>th</sup> Review: 14.9.20

7<sup>th</sup> Review: 7.1.21

8<sup>th</sup> Review: 15.1.21



*From Tuesday 5<sup>th</sup> January England entered a national lockdown and all schools were closed to all but those deemed 'vulnerable' and to those children of critical workers. The following policy will apply in its entirety until schools are reopened.*

## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regard to remote learning.
- Provide appropriate guidelines for data protection.

## 2. What is remote education?

- *Remote education*: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- *Digital remote education*: often known as online learning, this is remote learning delivered through digital technologies.

## 3. Roles and responsibilities

### 3.1 Teachers

Teachers must be available between 9:00am and 3:15pm. 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.

Teachers are responsible for:

#### Setting work

- A weekly timetable that covers all areas of the curriculum, matched to the termly topic plans.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: 3 hours a day for KS1 children (less for Reception children) and 4 hours a day for KS2 children.
- Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- Give access to high quality remote education resources.
- Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- Providing an overview of websites and resources that can/should be accessed regularly plus ideas for daily activities. This should be updated as appropriate.

#### Explaining work

- Provide frequent, clear explanations of new content, delivered by the teacher or through high-quality curriculum resources or videos.

#### Checking engagement

- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.

#### Feedback

- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated feedback where appropriate.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

#### Differentiate

- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and work with families to deliver a broad and ambitious curriculum.

#### Safeguarding

- Update CPOMS on welfare checks.

Teachers should inform HT if they are unable to work e.g. self-isolating, shielding, child care etc.

### **3.2 Teaching assistants**

Teaching assistants must be available between 9:00am and 3:15pm. 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.

Teaching assistants are responsible for:

- Supporting teachers in preparing resources where possible.
- Undertaking CPD/tasks as directed by SLT.

Teaching assistants may be required to work in school on a part-time basis if children need to be cared for or in-school tasks completed. This will be done on a rota basis. Staff members should inform HT if they are unable to work e.g. self-isolating, shielding, child care etc.

### **3.3 Subject leads**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Reviewing the action plans for their subject and undertaking any directly related tasks that can be completed at home.

- Alerting teachers to resources they can use to teach their subject.
- Being proactive in seeking out CPD opportunities for themselves and colleagues.
- Reviewing the online learning for their subject area across the school and supporting staff with delivery where needed.

### **3.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Supporting phase staff with the remote learning approach across the school.
- Signposting support staff and teaching staff to opportunities for CPD e.g. support with the digital technologies used for remote learning from the school's ICT consultant.
- Sharing best practice including via established school-to-school support e.g. OWL Trust.
- Working as a team, via video conferencing when necessary, to ensure that approaches to teaching and learning and staff welfare are strategic, consistent, monitored, evaluated and effective.
- Ensuring that staff are teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Selecting the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Publishing/updating information for pupils, parents and carers about their remote education provision on the school website.
- Ensuring that staff workload is monitored e.g. staff rotas for teaching in school are planned carefully to allow teachers to manage the remote learning of their class. They are also planned sensitively to accommodate needs of staff.

### **3.5 Designated safeguarding lead**

Please see the Child Protection addendum for details. This document will be reviewed every 3 weeks by the deputy DSL.

### **3.6 IT staff**

IT Assist staff are contactable for:

- Helping staff and parents with any technical issues they're experiencing.

### **3.7 Parents**

Staff can expect parents 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.
- Respond to messages on Class Dojo from teachers.
- Adhere to the loan agreements made for borrowing ipads/laptop computers.

### **3.8 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 systems are appropriately secure, for both data protection and safeguarding reasons.

### **4. Who to contact**

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – talk to the relevant phase leader or SENCO
- Issues with IT – talk to IT staff (Adam Darley 07710609969)
- Issues with their own workload or wellbeing – talk to their phase leader, DHT or HT
- Concerns about safeguarding – talk to the DSL or Deputy DSL
- Issues around data protection/GDPR – email Emma Dowse

### **5. Data protection**

#### **5.1 Accessing personal data**

When accessing personal data, all staff members will:

- Use CPOMS and Class Dojo. No personal details will be shared or copied on to a personal device.

#### **5.2 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 – 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)
- 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

## 6. Monitoring arrangements

This policy will be reviewed every 4 weeks whilst the guidelines from the government/DfE remain.

## 7. Expectations regarding Remote Learning

Our Remote Learning offer is consistently evaluated against the following:

- *How broad is your offer? How do you try to engage pupils in the full curriculum?*

The breadth and depth of our curriculum is evident in the timetabled grids that are posted online. Work is matched to year group topic plans. Staff try to engage pupils through different task types, videos and resource links.

- *Is learning sequential? To what extent does your remote offer build on prior learning?*

Learning is matched to what the children should have been learning in class. Lessons are posted which are sequential and build upon prior learning. Weekly planning is adapted to the pace of learning that has taken place the week before.

- *To what extent are misconceptions identified and addressed? How effective is feedback?*

Teachers provide feedback on work uploaded to Class Dojo. This is individual, tailored feedback.

- *Are pupils in all groups learning? i.e. disadvantaged and SEN How do you know?*

Staff are ringing parents on a regular basis to carry out welfare checks and problem-solve any difficulties related to home learning. Paper work packs are also provided for families who continue to find online learning challenging e.g. internet access. All disadvantaged/SEN children who need one have been offered the loan of a laptop/ipad to support with access to online learning. Catch-up funding has been used to purchase good quality workbooks.

- *How successful are your efforts to engage “hard to reach” pupils?*

This is evaluated daily by teachers and SLT. Families who are not engaging are contacted by staff and support is provided.

- *How do we know that learning is taking place? I.e. Is it remote learning or remote attendance?*

Quality learning experiences are planned for that are aligned to the learning that would have taken place in the classroom. Teachers then assess the learning through viewing and marking uploaded work. Conversations with parents also help teachers assess the learning that is taking place at home. Welfare checks are carried out regularly by class teachers, SENDCO, PSA and SLT.

Remote Learning has its own section on the school website. This contains detailed, regularly updated information for all year groups.

## **8. Links with other policies**

This policy is linked to our:

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy