



# Remote Learning Policy

<b>Date of next policy review</b>	<b>2023</b>
<b>Name of person responsible for this policy</b>	<b>Chris Fulton</b>
<b>Issued to</b>	<b>Staff, governors, parents, pupils</b>
<b>Date of issue</b>	<b>2020</b>

### **This Remote Education Policy aims to:**

- Ensure consistency in the approach to remote learning for all pupils who are not in school due to COVID 19 related closure or absence through the use of quality online and offline resources
- Provide clear expectations to members of the school community with regard to the delivery of high quality and interactive remote learning
- Include the continuous delivery of the school curriculum and the support of the mental health and wellbeing of all children (recovery curriculum)
- Support children's motivation for learning
- Provide parents with appropriate and available resources and tools so that they are better able to support their child's learning at home
- Provide for the continued professional development needs of staff

Ensure ongoing effective communication between the school and families

A **rapid evidence assessment** is undertaken by the Education Endowment Foundation (EEF) aimed to investigate methods that schools could use to support remote learning during school closures caused by the 2020 coronavirus pandemic (Covid-19). The review sought to find the best evidence behind the wide array of approaches that schools might choose to use during the crisis.

### **The EEF found that:**

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of content

### **3. Who is this policy applicable to?**

- a) A child (and siblings as applicable), who is self-isolating because of a positive Covid-19 test within the household.
- b) An entire class that is not permitted to attend school because a child and/or member of staff has tested positive for Covid-19.
- c) A whole cohort that is self-isolating because of a coronavirus outbreak.
- d) Whole school closure due to local or national lockdown.

### **4. Content and Tools to Deliver This Remote Education Plan**

Teachers will set appropriate work in line with our current curriculum, supplemented by a range of resources provided on other websites.

Teachers recognise that younger pupils and those with SEND may not be able to access remote education without adult support and so a range of activities will be offered and the remote learning curriculum will be age-appropriate.

Resources to deliver this Remote Education Plan include:

- C2K Access
- Recorded lessons

- Phone calls home
- Printed learning packs
- Physical materials such as storybooks and exercise books
- Use of BBC Bitesize, Oak Academy and other resources

## Curriculum Coverage

This will vary according to the number of children and staff isolating and the availability and wellbeing of teachers.

### Mathematics

Teachers will continue to plan for delivery of the Mathematics curriculum.

Websites such as [Math Playground](#) and [Timestables.co.uk](#) will be used to support the acquisition and retention of timetables.

### English

**Phonics** Jolly Phonics – Pupils in the FS and KS1 will access structured phonics lessons provided by the class teacher.

**Reading** – Pupils will be expected to continue to read each day and complete their reading records if appropriate.

**Spelling** – Pupils will access their spellings for the week through their pupil planner. They may be required to complete activities related to these.

**Writing** – Regular writing tasks will be placed in printed packs or on the home learning pages of the school website.

**Grammar** – Grammar lessons to complement our writing curriculum will be available in printed packs or on the home learning pages on the school website.

### Science, RE, Geography/History, Art & Design/Design & Technology &

**Computing** – Activities and resources for these subjects will be provided to reflect the school's curriculum as far as possible. Our e-safety curriculum will be delivered using a range of resources including [thinkuknow](#).

**P.E.** – Teachers will continue to plan opportunities for physical activity and movement breaks throughout the day in line with our usual daily routines at school. Links to 'Real PE' challenges will be shared.

## 5. Roles and responsibilities

### 5.1. Teachers

Our school will provide refresher training sessions and induction for new staff on how to use SeeSaw and the school website.

When providing remote learning, teachers must be available between the hours of 8.30 am and 3.30 pm.

If teachers are 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 reporting procedures. This may have an impact on the provision provided for a particular class or year group.

When providing remote learning, teachers are responsible for:

- **Setting Work:**
- Teachers will set work on the home learning pages of the school website, via printed packs and/or via SeeSaw for the pupils in their classes/year group

- Teachers will deliver a number of recorded lessons via our school website.
- The lessons and work set will follow the agreed timetable (see school website) for the pupils/class.
- A daily timetable, the work and expectations will be available on the school website or printed packs
- The amount of work set will be dependent on the number of teachers available to work
- Where possible, the work set will be differentiated to meet the needs of all pupils
- Pupils with SEND will be directed to work on SeeSaw at the appropriate level and should complete the work online in line with whole school expectations

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

- If there is a concern around the level of engagement of a child, parents should be contacted via phone to assess whether school intervention can assist engagement.
- Any complaints or concerns shared by parents or children must be reported to a member of the senior leadership team.
- Any safeguarding concerns must be referred immediately to the designated teacher for child protection, Mr Jonny Clarke.

- **Attending meetings with parents and pupils**

- Ensure that you are wearing professional dress
- Ensure you are in a suitable location where you will not be interrupted
- Avoid areas with background noise and ensure that there is nothing inappropriate in the background (blurred if possible)

**Senior leaders are responsible for:**

- Ensuring parents are notified of the reason for isolation and home learning expectations

Co-ordinating the remote learning approach across the school, including daily monitoring of levels of pupil engagement.

- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing the work set or gathering feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Identifying the level of support required for individual children with SEND
- The Safeguarding Lead is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

- The Safeguarding Lead is responsible for ensuring support is in place for pupils in vulnerable groups (e.g online resources, regular contact and links with agencies)

**Staff can expect children learning remotely to:**

- Be contactable during the school day
- Complete work to the deadlines set by teachers
- Seek help if they need it from school staff
- Alert teachers if they are not able to complete work

**The governing board is responsible for:**

- Monitoring the school's approach to providing remote learning to ensure that the quality of 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

## 6. Data protection

### 6.1 Accessing and sharing personal data

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

- As far as possible, use school issued devices to conduct any work related to school where personal data is used.
- Adhere to the school's Data Protection and Information Sharing Policy
- Collect and/or share as little personal data as possible online

### 6.2 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
- 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