REMOTE LEARNING POLICY

Date:	January 2021
Last reviewed on:	September 2020
Next review due by:	September 2021 (Subject to changes in DfE guidance)

Contents

Government Expectations:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to **offer immediate remote education.** Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

- ✔ In developing these contingency plans, we expect schools to:

- teach 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 so that pupils can progress through the school's curriculum

- 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

- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure that staff are trained and confident in its use

- overcome barriers to digital access for pupils by distributing school-owned laptops accompanied by a user agreement or contract and 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

- these expectations will be taken in the context of a pupils' age, stage of development or special educational needs, for example where this would place siginifcant demands on parents' help or support. We recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

- ✔ When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects

- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time AND time for pupils to complete tasks and assignments independently, and will be as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort with less for younger children

- Key stage 2: 4 hours a day

- on-line video lessons do not necessarily need to be recorded by teaching staff at the school. Oak National Academy lessons, for example, can be provided in lieu of school led video content

✓ Remote education will include:

- frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources

- opportunities for interactivity, including questioning, eliciting and reflective discussion

- scaffolded practice and opportunities to apply new knowledge

- enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole class feedback where appropriate

- using assessment to ensure teaching is reponsive to pupils' needs and addresses any critical gaps in pupils' knowledge

- avoiding an over-reliance on long-term projects or internet research activities

Dunalley Primary School's Rationale:

- Stay connected with families – particularly at a time of uncertainty and worry.

- To be a constant for our children.

- Help children to learn new content by an increase in teaching videos.

- Provide a routine/structure to help families and children.

- To have daily contact with our children through messaging, story time and/or assemblies.

- To give feedback to our children that will enable them to progress.

- To mirror as close as possible our broad and balanced curriculum in school.

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

2. Roles and responsibilities

> Neil Jones and Amanda Vine will have overall responsibility for the technical organisation and overarching curriculum design of remote learning.

2.1 Teachers

When providing remote learning, teachers must be available between 8:45 and 3:45. This includes having a break of a reasonable length between 12:00-2:00 (45 minutes).

If 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.

This policy outlines the expectations for providing home learning in two scenarios.

Scenario One: providing home learning in the event of a child or multiple children self-isolating at home due to Covid-19 infection, track and trace contact or awaiting results.

Scenario Two: providing home learning in the event of a whole class, year group or the entire school being placed in isolation or lockdown.

<u>Scenario One</u>

In the event of a child/children being absent for Covid-19 reasons, on day one the office will provide prepared packs of home learning via email to cover an initial two days of absence.

After day two in this scenario, teachers will be responsible for:

- o Setting home learning via Microsoft Teams (Reception will set appropriate EYFS work through Tapestry)
- o Home learning should be set each day for maths, writing, reading (phonics if appropriate) as well as a foundation subject (work in a foundation subject may take two afternoons to complete – including Science, RE and PSHE, as per the termly overview)
- o In this scenario, the home learning needs to be set by 9am
- o Maths will be based on White Rose Hub materials and can be supplemented with TT Rock Stars and Education City activities
- o English can be based on the unit of work taught in class, but the teacher may replace this with relevant Oak National Academy resources on similar objectives if appropriate
- o Science and foundation subject (including RE and PSHE) home learning can be based on resources used in class but relevant Oak National Academy units or BBC 'This Term's Topics' materials following similar objectives can be used if appropriate
- o Videos / voice recordings recorded on Loom can be used to support the child's understanding of tasks but this is not an expectation in this scenario as the teacher will still be teaching their class
- o If pupils are off from both classes in a year group, they should be provided with the same work set unless it has been appropriate to differentiate where required
- o If access to devices is limited, paper copies of home learning will be prepared and delivery will be arranged by the office if an alternative solution cannot be provided

Providing feedback on work in Scenario One:

- o Not all home learning submitted through Teams needs to receive feedback in this scenario as teachers are teaching (around 50% of home learning received should receive a star and / or a wish as appropriate)
- o Feedback should be provided within 48 hours of work being submitted
- o One quiz (set in Forms) per day can be set – these are marked automatically within Teams
- o If a teacher is unwell, their partner teacher will set home learning
- o If both teachers are unwell, phase leaders and SLT will set appropriate work and monitor as best as can be managed

Keeping in touch with children who are not in school and their parents:

- Families will still be encouraged to contact teachers via the year group email addresses when they have questions about the learning - these should be checked on a daily basis and responded to within working hours

- If there is no engagement, teachers must arrange for a telephone call to be made within two days to express concerns and provide support or alternative arrangements (unless the child is ill, the government expects children to work at home as they would in school and therefore the learning is mandatory and should be submitted)

<u>Scenario Two</u>

In the event a whole class, year group or the entire school being placed in isolation or lockdown, on day one the office will provide prepared packs of home learning via email to cover an initial two days of absence.

After day two in this scenario, teachers will be responsible for:

- Setting home learning via Microsoft Teams (Reception will set appropriate EYFS work through Tapestry with Teams available for whole class story time and assemblies)

- Home learning should be set each day for maths, English (writing, reading including phonics if appropriate) as well as a foundation subject (work in a foundation subject may take two afternoons to complete – including science, RE and PSHE, as per the termly overview)

- In this scenario, the home learning needs to be set by 5pm on the previous day with a flexible deadline for the tasks of 6pm on the day (unless otherwise specified for certain foundation subject outcomes including science, RE and PSHE)

- Maths will be based on White Rose Hub materials and can be supplemented with TT Rock Stars or Education City activities

- English can be based on the unit of work taught in class, but the teacher may replace this with relevant Oak National Academy resources on similar objectives if appropriate

- Science and foundation subject home learning can be based on resources intended for use in class but relevant Oak National Academy resources or BBC 'This Term's Topics' materials or BBC programmes or other high quality education resources on similar objectives can be used if appropriate

- Videos / voice recordings recorded on Loom should be used to support the child's understanding of objectives and tasks when not using White Rose Maths, Oak National Academy or other appropriate videos (videos can be shared between partner classes)

- Both classes in a year group should have identical work with allowances for differentiation if required

- If access to devices is limited, school-owned laptops / iPads accompanied by a user agreement or contract, will be provided subject to availability. Paper copies of home learning will be prepared and delivery will be arranged by the office if an alternative solution cannot be provided

- Overviews / schedules of the learning will be provided at the start of the day or week to outline the learning and times of shared events, for example chats, story times or assemblies

- A 'chat window' should be opened for 45 minutes every day in order to allow children to raise questions about their learning or to enable the teacher to encourage a collaborative discussion between children about a learning objective, task or issue (Picture News would be relevant). This may be completed with the year group partner teacher

- A short 'story time' live meeting is to be set each day for every class

- A class assembly is timetabled for either Thursday or Friday so teachers can discuss learning and share successes. This can be completed with the year group partner teacher

- Teachers will also be responsible for the planning and delivery of lessons in school

- If a teacher is unwell, their partner teacher will set home learning

- If both teachers are unwell, phase leaders and SLT will set appropriate work and monitor as best as can be managed

Providing feedback on work in Scenario Two:

- Feedback should be timely and frequent for each subject area, using digitally facilitated or whole-class feedback where appropriate. When individual feedback for home learning is provided for learning submitted through Teams this should be a star and / or a wish as appropriate

- Feedback should usually be provided within 48 hours of work being submitted. This may be individual or to the class as a whole. It is intended that each child will receive personalised feedback in at least one subject each day

- One quiz (set in Forms) per day can be set – these are marked automatically within Teams

- If a teacher is unwell, their partner teacher will set home learning but feedback requirements will have to be diluted accordingly

- If both teachers are unwell, phase leaders and SLT will monitor and assess as best as can be managed

Keeping in touch with children who are not in school and their parents:

- Families will still be encouraged to contact teachers via the year group email addresses when they have questions about the learning - these should be checked on a daily basis and responded to within working hours

- If there is no engagement, teachers must arrange for a telephone call to be made within two days to express concerns and provide support or alternative arrangements (unless the child is ill, the government expects children to work at home as they would in school and therefore the learning is mandatory and should be submitted)

Attending virtual meetings with children and/or families:

- Teachers should dress in accordance with expectations at school

- Teachers should be mindful of the presentation of the teaching or meeting environment and take care to minimise unwanted noise or disruption

- Teachers can complete these with another teacher / TP present

2.2 Teaching partners

When assisting with remote learning in any scenario, teaching partners could be required to:

- Provide support to targeted children by telephoning families to discuss learning and explain tasks or concepts

- Support class teachers with monitoring and assessment

- Support the planning and delivery of in-school provision

2.3 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

> Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning through accessing Teams, meeting with teachers remotely, viewing completed home learning and reaching out for feedback from children and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL and DDSL (family worker) are responsible for accessing CPOMs to review alerts, attending relevant Child Protection meetings and ensuring all concerns are acted upon in a timely manner. When a vulnerable child is asked to self-isolate, the social worker will be notified (if they have one). School leaders will agree with the social worker the best way to maintain contact and offer support. All information will be recorded on CPOMS.

2.6 School Business Manager (SBM)

The SBM is responsible for:

> Fixing issues with systems and Microsoft Teams by liaising with System 15

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

> Assisting families with accessing the internet or devices

2.7 Office Manager

> Helping staff and parents with password / access issues

2.8 Pupils and parents

Staff can expect children and families learning remotely to:

> Be available for timetabled events during the school day such as live class assemblies / story times and chat windows

> Complete work to the deadline set by teachers where possible, work from previous days will still be available but it is important for a child to access learning on a daily basis unless ill

> Seek help if they need it

> Alert teachers if they are not able to complete work

Staff can expect parents with children learning remotely to:

> Make the school aware if their child is sick or otherwise cannot complete work

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff

2.8 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 that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. 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, SENCO or AV

> Issues with IT – NJ or HP

> Issues with their own workload or wellbeing – AG

> Concerns about data protection – SB

> Concerns about safeguarding – AG or SA

4. Data protection

4.1 Accessing personal data

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

> Access contact information through SIMS/CPOMS, avoiding the need for hard copies or electronic lists of contacts (office to make calls if teachers are working from home – unless whole school lockdown scenario in which year group mobile phones will be used)

> Only use school laptops or school iPads provided to communicate via Teams

4.2 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 will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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

> Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device

> Making sure the device locks if left inactive for a period of time

> Not sharing the device among family or friends

> Signing and adhering to the offsite register

5. Safeguarding

This remains in line with our existing policy which has a Covid-19 annex.

6. Monitoring arrangements

This policy will be reviewed as and when guidance changes are made.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding policy with Covid-19 annex

> Data protection policy and privacy notices

> Home-school agreement

> Acceptable users policy

> E-safety policy