

# **Remote Learning Policy**

**September 2020**

## **Aims of the policy**

- To ensure the school has a clear approach to delivering remote learning for children in the event of classes needing to self-isolate or stay at home during a local or national lockdown so that pupils who are unable to attend school receive the appropriate support to continue their learning at home.
- To ensure that all staff understand their role in the event of classes needing to self-isolate or stay at home during a local or national lockdown.
- To ensure all staff are clear about the 5 different scenarios that the school may be faced with and how practice will be adapted and tailored to meet the demands of each scenario.
- To ensure consistency in the approach to remote learning so that all staff deliver an agreed approach in each year group for pupils who are not in school.
- To set out expectations for all members of the school community with regards to remote learning.
- To provide appropriate guidelines for data protection.

## **Roles and responsibilities**

### Senior leaders

- To co-ordinate the remote learning approach across the school.
- To monitor the effectiveness of remote learning and take feedback from staff to improve the provision of remote learning even further.
- To monitor the security of remote learning systems, including data protection and safeguarding considerations

### **Designated Safeguarding Lead**

- To advise colleagues on any specific ways of working safely when using online learning.
- To liaise with the online safety leader to ensure that safeguarding procedures are followed.
- To support colleagues with any safeguarding concerns that arise during remote learning.
- To update any relevant policies that link to safeguarding and remote learning.

### **Teachers**

- To deliver an appropriate curriculum in-line with what would normally be delivered in the classroom.
- To provide personal feedback, whole class feedback and create engaging resources, such as quizzes, that give instant feedback for pupils so they can be clear about their progress.
- To follow an agreed system and structure so that the delivery of remote learning is consistent, and where agreed, progressive across school.
- To ascertain and have an overview of the extent to which children can access remote learning and on what type(s) of device(s).
- To report any safeguarding concerns to the Designated Safeguarding Lead.

## When will we provide remote learning?

The table below outlines 5 different scenarios where we will need to consider how we implement remote learning:

<b>Scenario 1</b> A child is unable to come to school as they are awaiting a test result.	<b>Scenario 2:</b> A child is unable to come to school indefinitely due to an extenuating circumstance.	<b>Scenario 3</b> A child is unable to come to school for 10 days because they need to self-isolate.	<b>Scenario 4</b> A class/ year group are unable to attend school for 10 days because they need to self-isolate.	<b>Scenario 5</b> A national lockdown resulting in partial closure.
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What will the remote learning look like for each of the 5 scenarios?

**Scenario 1:** A child is unable to come to school as they are awaiting a test result.

As this is only anticipated to be one or two days, children can be directed to a suite of tasks prepared by the year group for appropriate learning e.g. TT Rockstars, BBC Bite Size etc.

**Scenario 2:** A child is unable to come to school indefinitely due to an extenuating circumstance.

When the school is informed that a child will be unable to attend due to extenuating circumstances, the school will look at each child's level of provision on a case by case basis. The school will need to agree a level of approach and communication that is efficient and sustainable for both the class teacher and the family.

**Scenario 3**  
A child/group of children is/are unable to come to school for 10 days because they need to self-isolate.

On the first day of the school being informed that a child will be self-isolating, the class teacher will phone the family to check that the lines of communication are working (class email) and to explain the process.

The class teacher will email work home on a weekly basis. Work will be set for the child to complete maths, English and wider curriculum tasks. Answer sheets can also be emailed to parents. Work can be returned to the class teacher for acknowledgement but it will not be possible in this scenario for the class teacher to send detailed feedback.

#### **Scenario 4**

A class/ year group are unable to attend school because they need to self-isolate.

All learning will now switch to remote learning via Google Classroom. Children can access this meeting using a PC/ laptop, a tablet or a mobile phone which has the Google Classroom App installed (see 'How To guides').

Each morning will begin with a Google Meet at the class's normal registration time which will last for approximately 20 minutes. The class teacher will make a note of all the children who attend and who are unable to attend. During the morning meeting, the class teacher will explain the tasks for the day that will be set as assignments on Google Classroom. The teacher can explain the tasks using the screen share function in Google Meet.

Each day, the class teacher will share a maths task, a writing task, a reading task or spelling task and a wider curriculum task. Children can complete the tasks using the editable worksheets where they are available, or by completing the work on paper and then sending a photograph of the completed work as an attachment to the task that the teacher has set (See the 'How To' guides.)

Some children with SEND and children that are working below age-related expectation will not access their learning using Google Classroom and instead be set paper-based tasks in-line with their support plan or at the level of work they are working at. For some children working at this level, a CPG book will be sent home with instructions for the child detailing which activities to complete each day whilst others may have specific activities that link more closely to the task being shared with the class. Further tasks linked to spelling and reading will also be collated. These packs will be prepared by the teaching assistant who is supporting the class with guidance from the class teacher detailing the objectives and activities to be covered. The packs will be collected from school or delivered on day 2 of isolation with work provided for the rest of the week. Work for the next week will be prepared and ready to collect/ be delivered on the Monday of the following week.

Where children do not have access to a suitable device to access Google Classroom, the school will endeavour to provide a laptop computer.

A variety of approaches will be used to provide feedback including personal and whole class comments as well as automated marking created by the teacher using quizzes.

### **Scenario 5**

A national lockdown where a decision is made to close school with the exception of vulnerable pupils and the children of critical workers.

In this scenario, some children will be accessing learning from home, whilst vulnerable children and critical worker children will be in school.

Children in school would need to be taught in year group bubbles: Y3, Y4, Y5 and Y6 by the teacher/ teachers responsible for one class in the year group.

Learners at home would switch to remote learning via Google Classroom and this would be managed by the teacher/ teachers responsible for the second class in the year group.

Both learners at home and children in school would receive identical work each day including a writing task, a reading task or spelling task and a wider curriculum task.

#### **Ensuring all tasks set include input for the children to understand the main teaching points**

For every task it is important that there is an introduction that takes the children through the main teaching points in their learning. For maths, most lessons will be set using White Rose Maths (teachers may feel that they need to move to a different maths unit to deliver during the isolation period such as shape and space that children may find easier to access rather than continuing with a more challenging maths topic). For these lessons, a video will explain the key teaching points for the children. For writing lessons, it will be beneficial for the children, if the class teacher records a short video explaining the main teaching points using a screen recording software. For reading sessions, quizzes can be set up. However, teachers may also decide that video recording may be necessary to support explanations of comprehension tasks. For wider curriculum lessons, Oak Academy lessons can be used that provide the relevant teaching input.

#### **Teacher workload**

It is important that when teachers design a day's learning they are mindful of the amount of feedback that they can manage. Therefore, across each day's learning, a variety of task types are needed: self-marking quizzes, some tasks where the teacher sends whole class feedback and some tasks where individual feedback is sent. Teachers can also explore live sessions for marking and feedback.

No-one should feel pressured to respond to requests from parents via emails sent during evenings and weekends and can seek support from SLT if this does become a problem.

#### **Safeguarding**

- Any concerns regarding pupils should be recorded on CPOMS and the Designated Safeguarding Lead (Diane Wilkinson) or the headteacher/ Deputy Designated Safeguarding Lead (Steven Arbon-Davis) should be alerted.
- In the event of a class bubble isolation, communication will be via 'Google Classroom'. Where concerns arise when no or little contact has been made by a pupil and family, this

concern should be shared with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead/Headteacher.

- Vulnerable pupils will be called at least once a week.
- No sessions should take place with only one member of staff and a pupil present when using Google Classroom.
- Pupils should attend any video meetings suitably clothed e.g. no pyjamas or nightwear.
- Google Meets should be set up by the classteacher with the correct security in place, meaning that pupils have to request access to join meetings and pupils are prevented from inviting other people to join.
- Teachers must be in control of settings during all meetings so that they can mute pupils or remove children from the meeting, if necessary.
- Complete a daily register of who attends the morning meeting and who you have had contact with.

### **Expectations for pupils**

- Pupils are expected to attend the morning registration meetings. Attendance will be monitored and teachers will follow up any concerns with parents/carers.
- Pupils will be expected to complete the tasks that are set each day. Where families experience difficulties with this, they can contact the class teacher to discuss and agree a solution and where necessary, an adjustment in expectations.

### **Expectations for parents and carers.**

- We ask that parents and carers support their children to access and use Google Classroom so they can complete assignments that have been set. Where families are unable to use Google Classroom, parents can contact school to make alternative arrangements.
- Whilst we want parents to encourage and support children with their learning, it is important that work submitted reflects the child's ability. This will enable teachers to identify any gaps in understanding and plan next steps in learning.

### **Expectations for the Governing Board**

- To monitor the school's approach to providing remote learning to ensure education remains as high quality as possible
- To ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

### **Who to contact**

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

How to set work using Google Classroom: John Chadbourne (Deputy Headteacher/Curriculum Leader)

Concerns over attendance: Steven Arbon-Davis (Headteacher) or Diane Wilkinson (Designated Safeguarding Lead).

Problems with IT: John Thornton (Computing Leader) & Blue Box (I.T. Maintenance)

Concerns over workload or wellbeing: SLT member

Concerns about data protection: Steven Arbon-Davis (Headteacher)

Concerns about safeguarding: Diane Wilkinson (Designated Safeguarding Lead) or Steven Arbon-Davis (Deputy Designated Safeguarding Lead)

### **Data protection**

- All staff have access to CPOMS to record any concerns about children, which is accessed via a secure password. Staff should ensure that they log out after use.
- Teachers only contact parents using the agreed school email addresses. For phone numbers, each teacher will be provided with a password protected document using a secure password.
- If teachers need to contact families from home, they should hide their caller ID when using a personal device.
- Any documents that are stored on laptops that include sensitive information such as parents' contact details should be encrypted with a password.
- Only school IT equipment should be used for remote learning and communication with parents.

### **Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes the following:

- 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).
- 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 that devices are locked using CTRL + ALT + DEL if the staff member is leaving the machine.
- Not sharing the device among family or friends.
- Keeping operating systems up to date – always install the latest updates

### **Links with other policies**

- Behaviour policy
- Child protection policy and coronavirus addendum to the school's child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

This policy will be reviewed as and when updates to remote learning are provided by the government by the Senior Leadership Team.

At every review, these will be approved by the SLT.