



**'BE THE BEST YOU CAN BE!'**

# **REMOTE LEARNING Policy**

**Lead person responsible:**

**Mrs L Byrne**

**Date: September 2022**

**Review Date: September 2023**

## **Aims**

In the event of school closure, 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 the expectations for all members of our school community with regards to remote learning
- Provide appropriate guidelines for data protection

## **Our Remote Learning Principles**

These principles are set out to prepare for three different scenarios:

- A child or small group needing to self-isolate
- A year-group pod closure
- A whole-school closure

All online learning will take consideration of:

- What is the learning objective?
- How will the teaching take place? (eg. video with slides? Google Meet session?)
- What resources will the children receive, and in what format?
- What instructions will be given to the children and how will feedback be provided?
- What work is expected to be returned by the children and in what format?

The effectiveness of remote teaching is determined by many of the same factors which determine the effectiveness of live classroom teaching:

- Ensuring pupils receive clear explanations
- Supporting growth in confidence with new material through scaffolded practice
- Application of new knowledge or skills
- Enabling pupils to receive feedback on how to progress

## **DFE Expectations**

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:

- 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 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

- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

### **Guidance Full Opening: Schools DFE, 28 August 2020**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

## **Roles and responsibilities**

During remote learning, all staff are expected to:

- Be available to attend virtual meetings
- Dress in an appropriate and professional manner
- Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible.

(Blank/neutral backgrounds are ideal to prevent sharing of personal details or information about staff.)

<b>Headteacher</b>	<ul style="list-style-type: none"> <li>• Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents.</li> </ul>
<b>Deputy Head</b>	<ul style="list-style-type: none"> <li>• Co-ordinate the remote learning approach across the school</li> <li>• Liaise with AHTs, year leaders, class teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate</li> <li>• Coordinate access links, monitor and provide feedback on Google Meet sessions</li> </ul>

<b>Assistant Heads / Year Leaders</b>	<ul style="list-style-type: none"> <li>• Liaise with year groups to ensure deadlines for producing remote learning are met for those affected by school closure</li> <li>• Liaise with year leaders/class teachers to coordinate provision for those individual pupils who need to isolate</li> <li>• Coordinate access links, monitor and provide feedback on Google Meet sessions</li> <li>• Liaise with IT Team to publish online materials via the school website where appropriate</li> <li>• Monitor remote learning emails for year groups and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below</li> </ul>
<b>SEND Leader</b>	<ul style="list-style-type: none"> <li>• Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children</li> <li>• Liaise with Learning Support Assistants to ensure that alternative work has been provided for SEND pupils where necessary</li> <li>• To be involved with the monitoring of weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below</li> </ul>
<b>Teachers</b>	<p>Teachers will use Google Classroom and Google Meet to deliver daily lessons which will include:</p> <ul style="list-style-type: none"> <li>• English, including daily reading on Bug Club</li> <li>• Maths, including daily practice on Times Tables Rockstars</li> <li>• Wider curriculum, such as Science, History, Geography, Computing, Spanish</li> <li>• Other online lesson resources will sometimes form part of daily lessons, and may include Oak Academy, MyMaths and BBC Bitesize</li> <li>• A minimum of two lesson introductions/plenaries or check-ins via Google Meet. Children who are not present in Google Meet sessions will have a follow up phone call from the teacher.</li> </ul> <p><b><u>Providing Feedback</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will acknowledge and provide feedback to all children's submitted work within 24 hours via Google Classroom/Year Group email accounts.</li> <li>• In Maths, and where quizzes have been set, these will be marked automatically - teachers will set the answers to make this possible and will provide feedback via the quiz to explain why an answer is incorrect. For younger children, parents and carers should be encouraged to support.</li> <li>• Teachers may also use individual children's work to provide whole class feedback via Google Meet sessions.</li> </ul> <p><b><u>Providing Remote Learning for Children with No Access to Online Platforms</u></b></p> <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• Liaising with the Deputy Head / Assistant Heads in the first instance to check children's eligibility for technical support via internet access/laptop provision</li> </ul>

	<ul style="list-style-type: none"> <li>• Providing paper print outs of English, Wider Curriculum and Mathematics learning and answers on a weekly basis to assist home delivery by senior leaders</li> <li>• Communicating with families via telephone to explain expectations and provide guidance and support</li> </ul> <p>Setting Remote Learning in the Event of Individuals Being Affected Where a child is unable to attend school because they are complying with clinical or public health advice the school will endeavour to:</p> <ul style="list-style-type: none"> <li>• Provide lesson material in the form of PowerPoint/Google teaching slides and worksheets for children to complete</li> <li>• Encourage families to access online resources signposted on the school website</li> </ul> <p><b><u>Keeping in Touch with Pupils who are Not in School and their Parents/Carers</u></b></p> <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• Responding to morning communication each day between 8:30 and 10:00 am and liaising with year leader / senior leaders to support where necessary</li> <li>• Accessing and responding to emails to the year group email address from pupils/parents on a daily basis during normal working hours.</li> <li>• Take a daily register- Am/Pm. Teachers must report concerns ie. Lack of contact/absence of children or submitting home learning/ dealing with complaints etc in the first instance to their year leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below.</li> <li>• Telephoning pupils who haven't attended Google Meet sessions – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers. Outcomes of calls must be recorded in the daily register comment box.</li> <li>• Keep track of children who are regularly not "Turning in" their work through Google Classroom, particularly to ascertain the reasons and to address any particular difficulty the pupil may be having as soon as is practically possible.</li> </ul>
<p><b>Learning Support assistants (LSAs)</b></p>	<ul style="list-style-type: none"> <li>• Be available for timetabled Google Meet calls with allocated year group colleagues/class</li> <li>• Where appropriate provide and respond to feedback to pupils as directed by the class teacher.</li> <li>• Report any concerns in the first instance to class teacher/year leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below</li> <li>• Liaise with SEND Leader and teachers to differentiate remote learning for any SEND pupils, or compile tailored remote learning packs.</li> </ul>

<b>SEND / EAL Team</b>	<ul style="list-style-type: none"> <li>• Monitor children's engagement with online registration and learning/weekly phone calls.</li> <li>• Conduct regular welfare checks with families of vulnerable children and other identified children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below</li> <li>• Co-ordinate with class teachers about alternative work and activities that can be provided to those pupils with SEND or EAL needs</li> <li>• Compile and deliver remote learning packs for those families without access.</li> </ul>
<b>IT Team</b>	<ul style="list-style-type: none"> <li>• Update school website with remote learning and keep parents/carers informed of updates</li> <li>• Provide technical support for staff</li> <li>• Support families with technical difficulties in order to enable remote access</li> <li>• Review the security of remote learning systems and identify any data protection breaches.</li> </ul>
<b>Governing Body</b>	<ul style="list-style-type: none"> <li>• Monitor the school's approach to providing remote learning to ensure the education offer remains high quality.</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>• Read and agree to the Acceptable Use Policy terms and materials in the Home School Agreement</li> <li>• Attend all daily class Google Meet sessions</li> <li>• Complete online learning. (Children are not expected to print out worksheets but should use home learning books to record responses and complete assignments using Google Classroom where applicable. Home learning books, if not already provided, will be available from the school office.</li> <li>• Alert teachers if work is not submitted.</li> <li>• Seek help from teachers online if needed.</li> </ul>
<b>Parents / Carers</b>	<ul style="list-style-type: none"> <li>• Read and support children with understanding the Acceptable Use Policy terms and materials in the Home School Agreement</li> <li>• Support children each day to make sure that they are joining daily class Google Meets sessions, and have accessed learning and submitted tasks</li> <li>• Alert staff if their child is sick or unable to submit learning</li> <li>• Seek help from teachers using Year Group email accounts/ seek help from school staff where necessary.</li> </ul>

### **Who to contact**

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

- Issues in setting work – Deputy Head, Assistant Head or Year Leader
- Issues with IT – in first instance Punil Patel, then, Jateen Vaja or Chris Best
- Issues with workload/wellbeing – line manager and HT if necessary
- Issues/concerns with data protection – follow school Data Protection Policy

- Dealing with concerns/complaints from families – contact year leader in first instance, then AHT/DH
- Concerns about safeguarding – contact school Safeguarding Lead Jessica Ash, or Deputy Safeguarding Lead Melissa Loosemore.

## **Safeguarding**

Our Child Protection/Safeguarding Policy has been updated to reflect the current situation, an addendum entitled: Safeguarding Policy\_Covid-19 Addendum has been included.

## **Monitoring arrangements**

This policy will be reviewed at appropriate intervals in response to the pandemic by the Head teacher and Deputy Head teacher. At every review, it will be approved by the governing body.

## **Data protection**

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

- Have read, agreed and signed terms and conditions of the Acceptable Use Policy.
- In the event of remote learning, the IT Team will make available the contact details of pupils in the Google shared drives.
- Contact details of pupils should not be downloaded on to their own personal devices.

## **Processing personal data**

Staff members may need to collect and/or share personal data such as personal contact numbers 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. Personal emails of staff should never be used or shared with parents or pupils - dedicated year group admin email addresses must always be used.

## **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)
- 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

- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

**DfE Guidance: Providing Remote Education**

Published 30 March 2022

# Introduction

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result the [Remote Education \(England\) Temporary Continuity \(No.2\) direction](#) no longer has effect.

This document provides non-statutory guidance to schools on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

The priority should always be for schools to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This guidance is effective from 29 March 2022.

## Scenarios where remote education should be provided

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government

- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, you should consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2
- 5 hours a day for key stages 3 and 4

## What to provide

Online video lessons do not necessarily need to be recorded by teaching staff at the school. High quality lessons developed by external providers can be provided instead of school led video content.

Schools will already have remote education plans in place that have worked for them when face-face education has not been possible. You can continue to use established remote education plans with which staff, pupils and parents and carers are familiar.

Those requiring further guidance to develop remote education provision should consider the following:

- where applicable, continuing to use the digital platform for remote education provision that has been used consistently across the school to allow interaction, assessment and feedback and make sure staff continue to be trained and confident in its use
- continuing to overcome barriers to digital access where possible for pupils by, for example:

- distributing school-owned laptops accompanied by a user agreement or contract if possible
- securing appropriate internet connectivity solutions where possible
- 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
- having systems for checking, daily, whether pupils learning remotely are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identifying a named senior leader with overarching responsibility for the quality and delivery of remote education if schools feel this will be useful

When teaching pupils remotely, schools should continue to consider how to transfer into remote education what we already know about effective teaching in the live classroom. This should include opportunities for regular feedback and interaction with teachers and peers during the school day.

Schools should consider this guidance in relation to the pupil's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. For example, children in key stage 1 or reception often require high levels of parental involvement to support their engagement with remote education, which can make digital remote education provision a particular challenge for this age group.

## **Provision for pupils with SEND**

If pupils with special educational needs or disabilities (SEND) are not able to be in school and require remote education their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.

We recognise that some pupils with SEND may not be able to access remote education without adult support. Schools should work collaboratively with families and put in place reasonable adjustments so that pupils with SEND can successfully access remote education. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including the support families will require and types of services that the pupil can access remotely.

The requirement within the [2014 Children and Families Act](#) for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

## Publishing information about remote provision

To provide clarity and transparency to pupils and parents or carers about what to expect from remote education if it is required, schools may wish to continue to publish information about their remote education provision on their websites.

## Delivering remote education safely

Keeping children safe online is essential. The guidance on [safeguarding and remote education](#) provides the information on what education settings should be doing to protect your pupils and students online. The guidance includes a collection of resources which includes support for:

- safe remote education
- virtual lessons
- live streaming
- information to share with parents and carers to support them in keeping their children safe online

For schools delivering their remote education through live and recorded lessons, the following support is available through third-party resources:

- [Safe Remote Learning knowledge base](#) by South West Grid for Learning (SWGfL)
- [live remote lessons](#) – SWGfL article answering questions asked of the Professional Online Safety Helpline addressing key concerns from teachers
- National Cyber Security Centre, which includes information on [which video conference service is right for you](#) and using video conferencing services securely

# Getting help to deliver remote education

Peer-to-peer advice and training is available through the [EdTech Demonstrator programme](#).

## Recording in the attendance register

Schools should continue referring to the [school attendance guidance](#). They should continue to keep a record of, and monitor pupils' engagement with remote education, but this does not need to be tracked in the attendance register.