Remote Learning Policy

Approved by:	Fanoula Smith	Comments
Last Reviewed on:	Tuesday 5th October	
Next Review on:		

Introduction

We want to ensure that children isolating at home still have access to quality learning.   We appreciate that this is new learning for parents, pupils and staff but recognise given the prevalence of Coronavirus it is imperative that we quickly establish routines and clear guidance for all parties.

Our school has a number of designated laptops and chrome books from the DfE, to be prioritised for children who are identified as vulnerable i.e. with a social worker, have ECHPS or are registered for FSM/ Pupil Premium.
The remote strategies currently being developed are based on our school's experiences of online provision during Lockdown in 2020-2021.

Our approach to Remote Education is rooted in the latest evidence-based research from the Education Endowment Foundation (EEF). The recent EEF review, Remote Learning: Rapid Evidence Assessment (April 2020), identified the following points to consider when implementing strategies to support pupils' remote learning, or supporting parents to do this:

1. Teaching quality is more important than how lessons are delivered.
2. Access to technology is key, particularly for disadvantaged pupils.
3. Peer interactions can provide motivation and improve learning outcomes.
4. Supporting pupils to work independently can improve learning outcomes.
5. Different approaches to remote learning suit different types of content and pupils.

Ofsted and EEF research indicates that there is no conclusive evidence that live lessons are better than pre-recorded lessons in terms of student outcomes. Children benefit from a combination of learning styles including independent study packs. The Oak National Academy and BBC Bitesize lessons are really very good for teaching, learning, revision and catch-up.

Children need:

- clear explanations
- Scaffolding - resources and strategies
- and feedback which build clearly on pupils' prior learning.

Learning through lockdown is about doing what is best for our pupils, the community, our teachers, and our schools. We are building on what we know works best and refining it over time.

The policy guidelines aim to make clear the roles and realistic expectations for all staff working in school or remotely off site if isolating to provide education for all children

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't 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

All staff have a responsibility to support remote learning. Teachers are responsible for planning and delivering remote sessions using the agreed platforms and resources. This can be done from school or remotely from home. Learning support staff support access, monitoring of tasks and delivery of interventions where appropriate on line.

The School Should (DfE)	How	Teachers Should (DfE) (Supported by TAs)	How
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 practiced in each subject	Every subject follows their schemes of learning offline and online as planned. This may be through live or recorded lessons or the use of online material such as Oak National Academy, BBC Bitesize, etc.	Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	Work is set via Google Classroom. A summary is published on the website each week. Daily Google Zoom used to support pupils in accessing the work.
Give access to high quality remote education resources	All pupils have access to Google Classroom, Zoom as well as a range of other resources signposted by the teacher.	Set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: up to 3 hours a day for KS1 and 4 hours a day in KS2.	Class timetables are published on the website and live lessons and tasks roughly follow this timetable.
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	Zoom and Google Classroom are used across the school. A range of others key resources have been selected eg: timestable rockstars, lgfl busy things, Accelerated Reader,	Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos	Tasks are set via Google Classroom. Daily Zooms are used to set expectations. Teachers make use of quality resources such as BBC bitesize, White Rose and Oak National Academy.

in their use.	*Bug Club, Purple Mash*		
Provide printed resources, such as chrome books, additional data allowance, Wifi Hubs, textbooks and workbooks, for pupils who do not have suitable online access	*Chrome books have been handed out to families and others have been supported with increased data allowance.* *A range of maths, reading comprehension and science text books are being provided for use at home. In addition, teachers provided printed packs for pupils as needed.*	*Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern*	*Teachers monitor who is attending Zoom. Where children are not engaging staff should first check with admin team to see if there is a reason eg illness, and then follow up with phone calls home. Inform SLT if children are not engaging on a regular basis.*
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	*SENCO and teachers of the deaf are targeting support for key children. TAs are directed to support differentiation.*	*Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate*	*Building towards regular handing in of assignments through Google Classroom or via emailed work. Regular monitoring of online learning eg bug club, etc.* *Use of AfL techniques during live lessons.*
		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	*Expectations in terms of quality and appropriateness of work are the same as in traditional lessons*

2.1 Teachers

When providing remote learning, teachers must be available for directed working hours between 8:30am and 16:00 . 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. If colleagues are unwell UPS/Leadership staff maybe asked to support the setting of appropriate learning for cover lessons in school or online.
The DFE recommends a full day of lessons. 9:00 – 3:30pm with play and lunch breaks. This is an ambition, which we will work towards using a combination of online resources and practical tasks supported by a range of learning materials. i.e creative art packs and topic study packs. The minimum provided should be 3 hours for EYFS KS1 and 4 hours for KS2.

When providing remote learning, teachers are responsible for:

Setting work for their class or pupils that they support.
- Pupils working from home will need a range of Core Subjects English and Maths plus foundation topic work.

- English and Maths Lessons, 45-60 minutes which are age appropriate for parents to supervise.

- EYFS/KS1 include phonics and reading.

- KS2 include spelling, grammar and reading.

- For each phase provide a range of foundation subjects and topic related work which ensures pupils are kept up to date with the class.

- Recommend physical activities such as 'Fit in 5' or skipping. Include creative tasks which children are using art and D&T skills. There should be 3-5 hours of age appropriate focused work per day including independent reading time.

- Upload work onto the agreed platforms for your school and year group. i.e Website/class blogs for EYFS and KS1 or Google Classroom (KS2). This might include power point presentations used in lessons or videos , screen recordings, etc.

- Teachers should make appropriate use of ready made resources such as Oak National Academy, BBC Bitesize home learning lessons and online resources familiar to the children such as Bug Club, TTRockstars and Purple Mash.

- An overview of the work is uploaded daily to the website in advance with more details being added each day as required.

- Checking pupils with limited access to devices can still complete the work liaise with school computing Leader of Learning. Note some families may need paper copies and resources.

Providing feedback on work:
- Teachers will provide feedback during their working week, it will not be immediate unless it is a Zoom lesson with real time active involvement. The schools will trial a range of strategies to provide most effective feedback. Some staff may be able to give daily feedback others once per week. It will depend

on their face to face based class load or capacity for working from home if isolating and delivering remote lessons off site.

- ○ All uploaded work will be done via Google Classroom from EYFS to to year 6. Parents who need to communicate with staff will contact the school office to pass a message on or to make an appointment with the staff member.

- ○ KS2: Children will be able to submit questions, documents and photos of work directly to the teacher through Google Classroom. The teacher will be able to comment on the work and provide feedback directly to the child.

- ○ Parents and children ideally should submit work completed daily. Teachers will be explicit about which work needs to be submitted each day.

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

- ○ Teachers or Teaching Assistants, can communicate with children who aren't in school and their parents through the Zoom, Google Classroom chat, teacher email accounts or telephone. This should happen within normal working hours supported by Teaching Assistants in class.

- ○ If pupils are regularly not completing tasks phone enquiries should be made in the first instance by the school attendance admin team officers or Teaching Assistants who can check all is well for the family and whether any additional support is needed to ensure online lessons or learning tasks completed.

- ○ Any complaints from parents should be reported to the Headteacher and follow school complaints policy.

- ○ Google Classroom chat should be monitored regularly during working hours.

- ○ Teachers should check their teacher email accounts on a daily basis and aim to respond within 3 working days. Set the email reply with auto response. Children are expected to respect the rules for comments in Google Classroom and not post comments outside the times set by teachers.

- ○ Teachers should report any safeguarding concerns to the Designated Safeguarding Leads as soon as possible.

Attending virtual meetings with staff, parents and pupils THIS APPLIES TO ALL STAFF

- ○ Virtual meetings with pupils and parents should happen using Zoom.

- ○ Everyone involved in the meeting should be appropriately dressed and be aware of what is visible in their background and on screen if sharing.

- ○ Other people in the household should be made aware the meeting is happening so that language and background noise is appropriate.

- ○ Meetings should not happen in or from a bedroom if possible.

- ○ Teachers should ensure that another member of staff is with them in the meeting if possible. If conducting the meeting alone, the record facility should be used.

- ○ Pupils should have a parent nearby at home.

- ○ Staff should complete the video meeting record log as a record of what meetings occurred and any incidents.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours either in school or off site at home between 8:30 and 3:30pm. The timetabled hours may be negotiated with the senior line manager to best support the class teacher in this style of work.
If unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
When assisting with remote learning, teaching assistants are responsible for:

Supporting pupils who aren't in school with learning remotely:

- ○ This could be for their regular class or other classes as required or directed by SENCO

- ○ Support strategies will include a range of online learning activities eg:
  - monitoring of learning, i.e Bug Club Readers, Accelerated Reader, Study Ladder, Google Classroom chat;
  - communication with families
  - photo-copy preparation of study packs.
  - small group interventions via Google Meet.

Attending virtual meetings with teachers, parents and pupils – see Teacher section above.

Teaching assistants roles and job descriptions are evolving with the introduction of new technology to include pedagogy for remote learning. Professional development will be provided to learn 'on the job' and through training sessions with lead professionals within the schools.

2.3 Subject leads
Alongside their teaching responsibilities, The SENCOs and 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 age appropriate /family accessible resources they can use to teach their subject remotely.

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

2.4 Senior Leaders including Phase Leaders
Alongside any teaching responsibilities, senior leaders and UPS staff are responsible for:

- Co-ordinating the remote learning approach across the school and phases.

- Monitoring the effectiveness of remote learning is a collective responsibility. Monitoring will be through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents in staff meetings.

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

2.5 Designated safeguarding leaders

The DSL is responsible for all matters relating to safeguarding including issues online. Staff should report concerns as per the school safeguarding policy and practice.

2.6 Levitt Consultancy

Levitt consultants are responsible for:
- Fixing issues with systems used to set and collect work

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

2.7 Pupils and parents

Staff can expect pupils learning remotely to:
- Be contactable during the school day – although consider they may not always be in front of a device the entire time

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants

- Alert teachers if they're 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 can't complete work

- Seek help from the school if they need it via phone or email.

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

2.8 Governing board

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 leaders or SENCO, Thomas Dunford

- Issues with behaviour – talk to the Deputy Headteacher, Mr Hall

- Issues with IT – talk to Levitt Consultancy

- Issues with their own workload or wellbeing – talk to a member of the SLT

- Concerns about data protection – talk to the data protection officer Bridget Clarke

- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data
When accessing personal data for remote learning purposes, all staff members will:
- Ensure all pupil data is only stored on the school system (Google Drive or RM Integris using a laptop or PC at home.

- School laptops are available for staff to borrow to enable home working. Please speak to SLT to arrange if needed.

- If staff are working from home their devices should be password protected and where possible a separate user account created for the member of staff.
  - Staff should create a specific folder in this account for downloads or documents created
  - All documents should be uploaded to the Google account as soon as completed.

Mobiles, ipads and tablets used to access school information must be protected via PIN/ Password/Fingerprint etc
- Staff can use these to access emails etc, but need to be aware that any document attachments that are accessed will download to the device
- Documents should be viewed and not downloaded to minimise the risk

Sensitive pupil data should not be downloaded onto personal devices unless absolutely necessary. Staff should take extra care to ensure that copies of any sensitive data that is downloaded is deleted as soon as possible.

Surroundings
- Staff should make sure that when discussing students via telephone that try and hold the conversations in private away from family members
- Staff should ensure the device they are using is kept safe
- Staff should continue to Lock the device when they are not using it.

Breaches
- Any breaches should continue to be reported in the same way and staff should be reminded that if significant we will still need to report within 72 hours

4.2 Processing personal data
Staff members may need to collect and/or share personal data such as email addresses and phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't 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
These tips are based on the LGFL article on the [GDPR and remote learning](#).
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

5. Safeguarding

- Pupils are encouraged to follow the same internet use agreement at home as they would in school.
- Support is provided to parents via the school website on how to monitor and support pupils using the internet at home

6. Monitoring arrangements

This policy will be reviewed in the Spring and Summer Terms as part of staff professional development meetings. After each review, it will be shared with the Curriculum and Standard Committee and approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Behaviour policy

- Child protection policy and coronavirus addendum to our child protection policy

- Data protection policy and privacy notices

- Home-school agreement

- Internet Acceptable Use Agreements

- Online safety policy

- Teaching and Learning Policy