REMOTE LEARNING

POLICY

This Policy was formally adopted by the Governing Body on
November 2020

Staff were consulted

Policy to be reviewed termly

Summary of Recent Updates and Changes

Section	Description

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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

2.1   Teachers

When providing remote learning, teachers must be available between the directed time - **8am and 4pm.**

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 set out in the staff handbook.

When providing remote learning, teachers are responsible for:

2.1.1   Adhering to this Policy at all Times During Periods of Remote Learning.

Setting work:

- For pupils absent from class due to self-isolating.
- Set work following steps outlined in section 8 of this policy.
- Plan lessons in conjunction with your year group partner to ensure consistency.
- Provide work which is differentiated and inclusive, and which can be accessed by pupils independently at home.
- Liaise with your class LSA to inform them of learning tasks and which pupils to support. LSA's will also monitor work and provide feedback.

Providing feedback on work:

- Every piece of work must be acknowledged
- Feedback for some tasks maybe whole class, independent or answers shared with the pupils for self-marking.
- Class LSA will support feedback on either: Google Classroom, Purple Mash.
- Pupil work to be saved in a personal folder on Google Classroom.
- EYFS parents to save their children's work on to Tapestry.

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

- Parents will be kept informed via Class Dojo – communication relating to learning will be via Google Classroom.
- Details about their child's learning will be displayed by the class teacher on the Class Dojo Page and Tapestry for EYFS.
- Teachers will respond to parent messages on Class Dojo during the directed hours.
- If a phone call needs to be made to a parent, then the school telephone will be used
- Google Classroom Code of Conduct to be followed when providing streaming for remote learning.

- Safeguarding concerns to be reported to the DSL – follow school policy.
- Behaviour – follow the Ready to Learn Behaviour policy & Behaviour addendum. Give positive praise on pupils learning behaviours and learning tasks.

Attending virtual meetings with staff, parents and pupils:
- Follow the Code of Conduct set out in the Computing Policy and the Google Classroom Code of conduct.

2.2 Learning Support Assistants
When assisting with remote learning, LSA's must be available between normal working hours

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. (See Staff Handbook for details)

When assisting with remote learning, LSA's are responsible for:

Supporting pupils who aren't in school with learning remotely:
- The Class teacher will liaise with the class LSA to share details of lessons and which pupils to make contact with and support.
- LSA's/HLTA's support remote learning must join their year groups 'Live Streamed' lessons to support pupils and the class teacher.
- LSA's will support with monitoring and providing feedback to pupils work on Purple Mash, Google Classroom and Tapestry.

Attending virtual meetings with teachers, parents and pupils:
- Follow the Google Classroom Code of Conduct when providing live streamed lessons and when involved in a Zoom meeting.

2.3 Curriculum Lead and Subject Leaders
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
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- 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
- Alerting teachers to resources they can use to teach their subject remotely

2.4 SENCO
- Ensuring that pupils with EHC plans continue to have their needs met, while learning remotely by: liaising with class teachers, headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.

- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

2.5 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Curriculum Lead, SENCO – see above
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- SLT will drop in to 'Live Streamed' Lessons.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for remote learning is resilient and can efficiently recover lost data.

2.6 Headteacher
- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a weekly basis of the remote learning arrangements to ensure pupils' education does not suffer.

2.7 Designated Safeguarding Lead
The DSL is responsible for:
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online. Ensure 'recorded streamed videos' cannot be downloaded from Google Classroom.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

2.8 Pupils
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 learning support assistants
- Alert teachers if they're not able to complete work
- Adhering to this policy at all times during periods of remote learning.
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

2.9 Parents
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 and report any technical issues to the school as soon as possible.
- Be respectful when making any complaints or concerns known to staff
- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is available to learn remotely, and that the schoolwork set is completed on time and to the best of their child's ability.
- Support their child with their learning, pupils of SEND to be supported with the Provision Guidance Toolkit and Specialist section on Oak Academy.
- Ensuring that their child always has access to remote learning material
- Adhering to the Parent Code of Conduct at all times – Google Classroom Code of Conduct when live streaming lessons. – **Live Streamed video content must not be re-shared or recorded for the safeguarding protection of pupils and staff.**

2.10 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
- Ensuring that the school has robust risk management procedures in place.
- Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

3 Who to Contact

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

- Headteacher, curriculum, wellbeing, workload, safeguarding
- Deputy Headteacher, for teaching and learning, behaviour, safeguarding
- SENCO, for intervention advice or advice relating to appropriate learning tasks for specific children
- Curriculum Lead – for questions relating to the curriculum

4 Data Protection

4.1 Accessing Personal Data

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

Follow the advice set out in the following policies:
- Online Safety Policy & Acceptable Use Agreements
- Computing Policy
- Code of conduct for pupil, parents and staff when live streaming using Google Classroom
- Use the school laptop to upload teaching and learning resources for remote learning

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 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.

All Streamed lessons and assemblies are recorded for safeguarding pupil and staff protection. These recordings are kept on the staff member's school laptop and are uploaded to Google Classroom after the event. The recordings will be saved for a year.

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 – 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)
- Using Two Factor Authentication when using Zoom
- 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 is locked 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

Refer to the Schools Child Protection and Safeguarding policy and addendum

6   Monitoring Arrangements

This policy will be reviewed termly by the senior leadership team. It will be approved by the full governing body if there are significant changes.

7   Links with Other Policies

This policy is linked to our:
- Behaviour policy (Ready to Learn Policy)
- Child Protection policy and Coronavirus Addendum to our Child Protection policy
- Data Protection policy and Privacy Notices
- Home-School Agreement
- ICT and Internet Acceptable Use policy
- Online Safety policy

8   What 'remote learning' can I expect from Runwell Primary School?

This information is to be used as a general guide and parents can expect further details of remote learning for their child as and when it is required. We aim to implement remote learning from your child's second day of absence. There are 2 general scenarios outlined below; the first scenario where your child is not permitted to attend school and the second outlines the actions in the case of a whole bubble not being permitted to attend school.

The government's Oak Academy online lessons can be used for remote learning for every year group, covering a wide range of curriculum objectives
https://www.thenational.academy/

Circumstance	Remote Learning
My child *(and their siblings if they are also attending Runwell Community Primary School)* is absent because they are awaiting test results and our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.	• Information regarding your child's remote learning will be shared directly with you via a direct message on Class Dojo. • **Maths lessons** uploaded to Google Classroom following on the maths being covered in the classroom. This may be a combination of White Rose Maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home. • **English tasks** uploaded to Google Classroom or Dojo following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for marking. • **Monster Phonic sessions/tasks for Reception/KS1** will be shared so you can work on the sounds your child will be missing

	• **Topic task(s)** following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Google Classroom along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g maps and atlases) then alternative 'topic' learning will be set on google classroom which may make use of the Government's 'Oak Academy' lessons. • Tasks for any subject may be set on **Purple Mash** to support independent learning.
My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19. We enter another 'lockdown' with total school closure.	**Class Dojo** will be used as a communication tool **Google Classroom** will be used as a learning platform to provide 'Live' streamed lessons, access to resources to support all subjects. **Tapestry** will be used by the Acorn classes - EYFS • Information regarding your child's remote learning will be shared on Google Classroom - a weekly overview will be uploaded on the Friday prior to the week commencing and then daily overviews containing more detailed information, online learning links and resources. • There will be daily 'live' streamed lessons on Google Classroom. Year groups will provide a minimum of two live streams, with a mixture of pre-recorded content. • Streamed lessons taught on Google Classroom – Google Meet, will be uploaded to Google Classroom, so that pupils absent from the live session can access the video resource later. • Your class teacher may organise small group sessions for your child/ren, which will look different depending on their age. This may be for guided reading, maths or writing. The frequency of when your child's sessions will occur will be communicated by your child's class teacher via Dojo. All sessions will be set up through Google Meet inside your child's Google Classroom. • All sessions will run throughout the hours of the usual school day. • **1:1 support** if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set on Google classroom.

9   Teaching and Learning Outline for Whole Bubble Closures

If a bubble has to close this maybe for 10 days or longer if the closure is due to a local lockdown. It is imperative for pupil wellbeing and mental health that traits from the recovery curriculum filter through the home learning provision. For example:

Relationships: Maintain the teacher/pupil relationship and consider opportunities for pupils to stay connected.

Community: Normalize the impact Covid is having on the local community to pupils, provide opportunity for them to share thoughts and ask questions.

Curriculum: Continue to share the direction of the curriculum with pupils, through the week all subjects across the curriculum to be provided for home learning, learning targets, purpose and how learning will support them in the wider world. Some pupils may be anxious about their learning gaps, sharing information with them about how their learning will continue is important.

Metacognition: It is vital that we support pupils to learn in this new and remote way by involving them in their learning, providing opportunities for them to reflect on their success and key learning behaviours.

Space: Pupils need hope for the future, encourage aspirations and dreams. Use role models to help reinforce key learning behaviours like resilience, trial and improvement, etc.

Plan opportunities for pupils to use their senses and explore outdoors.

"The anxious child is not a learning child"

Teacher Connection	Teachers Live stream their class on Google Classroom daily. These sessions keep the emotional connection between the pupils and teaching staff. In this delivery the teacher will: check attendance, share positive affirmations and feedback, engage pupils in their learning, explain the expectations for the day and provide modelling. Recorded Class Live Streams (Google Classroom) to be uploaded on the Google Classroom so that pupils who could not access the teacher input can at a later time.
Learning Overview	• The weekly overview to be shared, before the week commences, for families to see at a glance future learning and activities. Upload to Google Classroom on the Friday, prior to the week commencing. • The daily learning overview will be shared on one document, so that pupils and parents know where to look for 'all' information about the daily learning. • The daily learning overview will contain: an overview for each subject, differentiation and hyperlinks to educational videos and resources. • Activities set that require little parental input so children can work independently. • Pupils will be familiar to the platforms used for remote learning e.g. Google Classrooms/ Google Forms/ Purple Mash/ Class Dojo/ Monster Phonics/ TimesTables Rockstars/ IDL.
Inclusion	• The learning overview will be tweaked for pupils of SEND. • Use the specialist section on Oak Academy for ideas and resources - https://classroom.thenational.academy/specialist#subjects (communication and language, numeracy, creative arts,

	independent living, occupational therapy, physical therapy and speech and language therapy) • Lessons can be tweaked to include more practical and creative approaches which may assist in motivating the learners and thus create/maintain positive attitudes towards their learning. • Teachers and parents to utilize the Provision Guidance Toolkit for ideas for strategies to use with SEND learners. https://schools.essex.gov.uk/pupils/SEND/Pages/Provision-Guidance.aspx • https://chatterpack.net/blogs/blog/resources-list-for-home-learning
Assessment / Feedback	• Incorporate retrieval and flash back opportunities in to the timetable. Quizzes, true/false, etc Use the Live Streamed session during the afternoon to reflect on learning / assess learning. • Every piece of work needs to be acknowledged in some way: direct feedback through a written or voice message, answer sheet provided for self-marking etc • Google Forms could be used in a plenary to invite pupil feedback with a task, assessment opportunity as the multiple choice or long/short answers can be set. Assessment of tasks to inform next steps. • Prior learning to be reviewed to develop new learning.
Engagement	• Pupils to be given specific praise about their learning behaviours and learning tasks. • Provide opportunities to celebrate achievement, like Worker of the Week using Google Classroom. • Whole School Assembly and Class Assembly on Google Classroom. • Keep learning in short bursts or set mini-targets. If pupils are getting distracted easily, encourage them to do short bursts (10-15 minutes) of learning. You can also set mini-targets. For instance, doing a couple of spelling words at a time. Share these tips with parents so that they can support their children too. • Clear lines of communication regularly between parent/guardian and school via Dojo.
Expectations	• Registers to be taken by the class teacher daily, pupils not observed to be online or accessing the home learning provided to be contacted and SLT. • Home learning will be compulsory for any pupil self-isolating unless they are too unwell to learn. 3 hours daily is the primary expectation.

Runwell Community
Primary School