



Remote Learning Policy

January 2022

AIMS

This remote learning policy:

- Sets out how the school will comply with the requirements of the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction.
- Aims to ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.

BACKGROUND

The school is mindful of its legal duty to provide remote education under the Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This requires the school to provide remote education for children unable to attend school due to coronavirus (COVID-19).

The Directive states that *"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, the DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision."*

The expectations on the quality of remote education expected of schools remain those set out in the guidance for full opening published by Department for Education in July 2020.

RESPONSIBILITIES

Headteachers

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

Class Teachers

Remote Education: Whole Class Isolating or School Closure

- Teachers must be available between 9am-3pm on their working days.
- 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.
- Work will be posted on the relevant class page on the school website by 9am each morning (Grasshoppers and Dragonflies), or via Tapestry (Fireflies) and Seesaw Scorpions) and parents will receive an email or memo (Fireflies Tapestry) sharing the link.
- Parents/pupils will be asked to confirm that they have received the work by 9.30am which will act as a remote registration. This can be done by replying to the teacher email or memo on Tapestry (Fireflies).
- Work will follow the normal curriculum/timetable structure and consist of daily maths and English, and then a range of lesson from science, foundation subjects, R.E and P.E throughout the week.
- Daily phonics lessons will be planned for EYFS and KS1 and GPS lessons for KS2.

- All set work should be submitted daily will be acknowledged by the class teaching staff.
- Feedback will be given for English and maths on an individual age-appropriate basis as long as the work is submitted prior to 3.30pm.

Remote Education: Individual Pupil or Small Numbers of Pupils Isolating

- The teacher will email work to the pupil (or parent) isolating as soon as is practical on a daily basis (including Class 1 and 4).
- The work will follow the same content/learning objectives as the class learning.
- If work is returned by 3.30pm then children will receive individual feedback. If work is returned after 3:30pm then it may not be practical for the teacher to provide individual feedback.

Teaching Assistants

- When assisting with remote learning, teaching assistants must be available between 9am-3pm.
- 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.
- When assisting with remote learning, teaching assistants are responsible for:
 - Supporting pupils who aren't in school with learning remotely.
 - When requested by Head Teacher/SENDCO.
 - Will liaise with class teachers to support planning and resourcing learning.

Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 9am-3pm although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Submit all work on a daily basis, and respond to given feedback by submitting edited/improved work.

Staff can expect parents with children learning remotely to:

- Reply to the teacher's morning email by 9.30am, which will act as a remote register.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if they need it, including letting the school know if there are issues with the internet or availability of devices.
- Be respectful when raising any concerns to staff.

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.

FEEDBACK

During the first lockdown, feedback tended to be of a positive, encouraging nature. If children are receiving remote learning now, then the expectation is that it "*aligns as closely as possible with in-school provision*". Therefore, teachers will be giving constructive feedback, which is a crucial element for learning, and it will be expected that children take note of the feedback, and edit/improve/correct their work as appropriate and then re-submit it. Having lost 6 months of school, it is vital that children can receive the education they are entitled to.

SUPPORTING PUPILS WITH SPECIAL EDUCATIONAL NEEDS

In the event of the need for remote learning, we will use our best endeavours to ensure the special educational provision called for by the pupils' special educational needs remains in place. We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within an EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered will be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

SUPPORTING CHILDREN IN THE EARLY YEARS FOUNDATION STAGE

We recognise that younger pupils may not be able to access remote education without adult support and so will work with families to deliver a broad and ambitious curriculum that is appropriate. We will continue to use Tapestry as our communication channel to share work.

DATA PROTECTION

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

SAFEGUARDING

Please refer to Child Protection and Safeguarding Policy.

Keeping children safe online is essential. The statutory guidance 'Keeping Children Safe in Education 2020' provides information protect pupils online. In addition, the school will make use of resources from DfE in relation to remote education and safeguarding.

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

The school will ensure that:-

- children and families are aware of their obligations under the school's acceptable use policies
- children continue to be provided with teaching to be able to keep themselves safe online and offline.
- staff are provided with guidance so not as to put themselves in vulnerable or risky situations.
- staff have access to support and guidance materials to promote the safe delivery of online lessons.