

# REMOTE LEARNING POLICY



## St. James' Church of England Primary Academy

**Approved By:** Local Governing Body

**Date:** January 2023

**Next Review Date:** January 2025



# REMOTE LEARNING POLICY

## ***'We Grow Together Through God'***

### **Statement of School Philosophy**

Our Core Christian Values of Self-Control, Perseverance, Courage, Hope, Trust and Respect underpin all that we do. We follow the National Curriculum and through the embodiment of our values, children develop the necessary skills and knowledge through a range of opportunities through our broad and enriched curriculum.

Our curriculum and values develop children's character, encourage good mental health and enable them to live life in all its fullness now and in the future. We continue to strive to be creative, innovative and support our children and parents in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

### **Aims**

Parents have a duty to ensure their child attends school regularly. However, where a child is unable to attend school because they are complying with clinical or public health advice, schools are expected to immediately offer that child access to remote education and the absence will not be penalised. All other children must attend school.

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations with regards to delivery of high quality interactive remote learning for all members of the school community.
- Include continuous delivery of the school curriculum, as well as support Health and Well-Being and parent support.
- Consider continued education for staff and parents (including their Personal Development, monitoring and home/school engagement).
- Support effective communication between the school and families and support attendance.
- Provide appropriate guidelines for data protection.

### **Who is this Policy applicable to?**

All pupils should attend school, in line with our Attendance Policy. We will 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 we decide that opening our school is either not possible to do safely or contradictory to guidance from Local or Central Government.
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.

### **Content and Tools to Deliver this Remote Education Policy**

Resources to deliver this Remote Education Policy include:

- Online digital platforms:
  - Early Years - Tapestry Journal
  - Key Stage 1 and Key Stage 2 - Teams
  - Staff – Teams and Email

- Use of video/Teams conferencing for teachers to 'keep in touch', instructional videos and Collective Worship.
- Phone calls home.
- Printed learning packs and other physical materials such as storybooks and writing tools.
- Third party content, currently Times Table Rockstars (TTRS), Accelerated Reader, BBC Bitesize and Oak Academy.

### **Home and School Partnership**

- We are committed to working in close partnership with families and recognise that each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.
- We will provide a refresher online training session and induction for parents on how to use Teams and Tapestry Online as appropriate and where possible, including personalised resources.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine and we will encourage children to have a regular learning routine.
- We would encourage parents to support their children's learning, including finding an appropriate place to undertake it and, to the best of their ability, undertake it with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly and where possible using 'scheduling' on Teams. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis, including providing access to technology.
- We would also encourage parents to support a healthy and balanced approach to screen time, using technology for learning and for leisure.
- We have an 'Acceptable Use Policy', which includes online rules.
- We will actively support parents to solve remote learning accessibility issues, particularly using the DfE's Get Help with Tech scheme to procure Chromebooks/iPads and resolve broadband connectivity problems.

### **Roles and Responsibilities**

#### ***Provision for Individual Children – Self-Isolating Teachers***

- Using Teams/Tapestry Journal to set meaningful and ambitious work that can be accessed each day in a number of different subjects. This can be scheduled ahead of time.
- Learning tasks can be in the form of an 'e-pack' with a cross-curricular set of tasks. If a family has no access to ICT/Internet, then a physical pack of resources needs to be distributed.
- Tasks can range from previous consolidation of learning, but must also include recent/current work in class.
- 'E-packs' will need to be periodically updated to refresh/update content.
- Content should ideally be presented as separate tasks on Teams assigned specifically to that child/children.
- Utilise/incorporate adaptive technological platforms: TTRS, Accelerated Reader etc. Use and progress of children should be monitored regularly.
- Every opportunity should be made to utilise third party curated curriculum resources, which offer learning support e.g. National Oak Academy.

- Children isolating should be given some opportunity to communicate with their teacher and there is an expectation that some learning is uploaded for the class teacher to feed back on. Teaching Assistants will play an important role in supporting teachers with this.
- There is no expectation for teachers to be 'live teaching' or creating bespoke video learning support content for individual children unless, through communication with the parent, children are finding it difficult to engage with the learning and need additional support. In such a case, a recorded learning support video on Teams can be posted.

### **Teaching Assistants**

- Teaching Assistants must be available between their normal contracted hours of work.
- They may be asked to work in school to support the vulnerable/critical workers.
- If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.
- Under the direct supervision of the class teacher, continue to carry out their normal in-school activities, supporting quality first teaching, 1:1 provision, target interventions etc. All 1:1 sessions will be recorded for safeguarding purposes.
- Teaching Assistants may be asked to post, respond to or feedback on learning to isolated children on Teams/Tapestry Journal, as directed by the class teacher.
- Assist teachers in the monitoring and use of adaptive technological platforms.

### **Provision for Whole Class Self-Isolating**

In the event of a bubble or whole school isolating, teachers must be available between 8.40am-3.15pm. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

### **Teachers**

- The aim will be to maintain momentum in children's learning, including the teaching of new curriculum content.
- Teachers will be available between 8.40am and 3.15pm.
- Teachers in Year R will set work on Tapestry Journal. Teachers in Years 1-6 will set work on Teams and, where necessary, via phone calls.
- Weekly/daily schedules will be shared at the beginning of the week via Teams and the school website.
- Children should be set meaningful and ambitious assignments each day in a number of different subjects. Content should mirror our 'Curriculum Matrix' and associated schemes of work (e.g. White Rose Maths) and be well sequenced 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.
- EYFS learning should similarly resemble learning that would have been taught in class and adapted to be supported at home. Certain aspect of learning requiring 'expert' knowledge, e.g. Phonics could be shared through video.
- New content should be delivered by a teacher through high-quality curriculum resources or videos. Bespoke support videos should be filmed using 'Teams' which is integrated with our Teams system. Where learning objectives fully 'match' those of Oak National Academy's, their content should be also be used.
- Learning should cover the breadth of the subjects in the curriculum though core subjects should remain a focus.
- Every effort should be made to utilise/incorporate adaptive technological platforms e.g. TTRS, Accelerated Reader etc. Other resources may be used at the teacher's discretion. Use and progress of children should be monitored regularly.

- Teachers and Teaching Assistants to provide feedback on work that has been submitted (as stipulated on Teams assignment instructions), making sure it is clear to children and parents which assignment will require learning uploaded against. Feedback should be in line with St. James' Feedback and Assessment Policy - progressive and meaningful.
- Teachers should 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.
- Teachers should help engage specific members of their class for remote 'catch up' targeted interventions organised by the class teacher and supported by the SENCO.
- All curriculum tasks should be submitted by 3.15pm and teachers will comment by the end of the week.
- Keep in touch by telephone with children/parents who are not engaging with home learning on a daily basis; ascertain what challenges they are having and try to resolve or consult with the SLT to discuss alternative school intervention.
- All parent e-mails should come through the school office account.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. All safeguarding concerns should be referred immediately to the DSL
- We expect that remote education (including remote teaching and independent work) will take pupils a similar time to learning taking place in schools, for example, at least three hours a day for Key Stage 1 and Early Years and at least four hours a day for Key Stage 2.
- A summary of the remote learning is as follows:

What	Details	Where it can be found
A timetable of the week	A breakdown of which subjects will be taught on which days.	Class page of the website Uploaded onto Teams
A daily timetable	A breakdown of the daily activities, which are age and stage appropriate. This will explain what the children should complete with suggested timings of when they should complete it.	Teams and website
Daily registration	All children are to register daily at a given time (9.00am for Year R and KS1 / 10.00am for Year 3 and Year 4 and 11.00am for Year 5 and Year 6. The class teacher will provide a Teams link. Children will see their teacher but they will be on audio only and unmute when their name is called. The teacher will also use the short session to explain briefly the learning for the day and expectations. Note: Children in KS1 should 'attend' registration with an adult present.	Teams
Collective Worship	All children will have access to at least two Collective Worships a week, including one delivered by SLT.	Teams
Shorter activities	For Years 1-6, this may include two or more of the following: spellings, handwriting, Maths fluency/TTRS, Accelerated Reader, etc. (however, activities are not limited to just these) Included with the daily timetable.	Children will have logins to respective apps already.

What	Details	Where it can be found
Lessons, usually three/four a day	A video/explanation of the learning and learning task, slides, worksheets and links to other relevant websites will be included in these. Children will also be encouraged to complete regular PE/exercise sessions (we would normally complete at least two hours a week in school) and will be provided with resources to do this. They will also be provided with PSHE/Wellbeing resources to incorporate in their week.	Teams
Live targeted interventions	Specific children may be invited to participate in live Teams 'catch-up' lessons with certain members of staff. These sessions will not necessarily be conducted by class teachers	Teams
Feedback from the teacher/TA	Teachers will indicate which lessons will require children to post work to on Teams/Tapestry. All work posted will receive written feedback.	Teams

### **Senior Leaders**

- Co-ordinate the remote learning approach across the school including daily monitoring of engagement.
- Monitor the effectiveness of remote learning, explaining how they will do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

- Distributing school-owned laptops accompanied by a user agreement (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 learning.
- Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern.

### **Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **The SENCO**

- Liaise with teachers and IT Support (SNS) to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensure that pupils with Education Health Care Plans (EHCPs) continue to have their needs met while learning remotely and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHCPs and individual provision.
- Identifying the level of support specific children need, providing specialist advice to parents, teachers and Teaching Assistants.

- Support the delivery of 'catch-up' targeted interventions.

### ***Subject Leads***

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 learning set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure learning set remotely across all subjects is appropriate and consistent and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote learning set by teachers in their subject, through regular meetings with teachers and reviewing learning that is being set by others.
- Alerting teachers to resources they can use to teach their subject remotely.

### ***Pupils and Parents***

Staff can expect pupils learning remotely to:

- Be online (Teams) at 'registration' (in Key Stage 1, this will be with assistance of parents).
- Complete work to the deadline set by teachers on Teams.
- Seek help from teachers, if they need it.
- Alert teachers if they are not able to complete work.
- Act in accordance with the normal behaviour rules of St. James'.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- Contact the school if unable to access children's learning because of technical issues.

### ***Governing Body***

The Governing Body 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.

### **Data Protection**

#### ***Accessing Personal Data***

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

- Consider how they can access the data, such as on a secure cloud service or the St James' server.
- Access data via school laptops and computers only (not personal devices).

#### ***Processing Personal Data***

In rare occasions, staff members 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 an official function, individuals won't need to give permission for this to happen. We will follow our Data Protection Policy and Privacy Notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

### ***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 eight characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol). All passwords are not to be kept with the computers.
- Hard drives are 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.