



REMOTE LEARNING POLICY

Aims

This remote learning policy for staff 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
- Provide appropriate guidelines for data protection

Roles and responsibilities

Classroom staff in the event of a bubble closure

Staff must be available during their 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 to the Executive Headteacher and to the School Office using the normal procedures. If it affects the completion of any work required ensure that arrangements have been made with relevant colleagues or SLT to ensure work is completed.

Teachers are responsible for:

- Running home learning when a year group bubble closes:
- Create a timetable for the week on Class Dojo with any accompanied resources via the Emmaus Federation padlet. This must include subjects from across the curriculum.
- Hold Zoom sessions and the times and links are available on the class page of Class Dojo
- Ensuring children have access to lessons from 8:45 am to 3:00 pm/ 9am to 3.15pm the same length taught in school, incorporating breaks and lunchtime into the day.
- Ensuring children have continued interaction with the teacher and other pupils
- Setting differentiated sessions. For example, phonics sessions, Times Table Rockstars, Accelerated Reader sessions or SUMDOG
- Upload the weekly timetable and padlet to Class Dojo by 8:30 am on Monday morning
- Create online resources to support lessons throughout the week on Class Dojo. These will range from pre-recorded lessons by the class teacher, live Zoom lessons, BBC Bitwise and Oak academy resources.
- Ensure children/parents know how to complete assigned work and upload.
- Mark and comment of children's work via Class Dojo.
- Delivering online safety lessons to children- how to interact on the live stream,

- cyber bullying, appropriate language, safe searching.
- Teaching assistants are directed by the teacher to deliver phonics sessions, guided reading sessions and other small-group work.

Providing feedback on work:

- Pupils can send any completed work to teachers and teaching assistants via Class Dojo.
- Teachers and teaching assistants can mark and return work to pupils via the comments feature.
- Teachers and teaching assistants should mark work and return every two-four days.

Keeping in touch with pupils and parents:

- Via the private message function in Class Dojo
- Dojo points given to children for excellent work
- Teachers and teaching assistants need to continually monitor the attendance of home-learners. Parents contacted on day 1 via a private message if pupils are not engaging in the home learning to offer support. This is followed up on day 2 with the Executive Headteacher's (EHT) guidance letter (see appendix). If a child has not attended home-learning at the end of day 2, the teacher informs the Head of School (HoS) to contact the family and BCC'd the EHT in the communication.
- Contact details can be accessed from Integris. HoS to record all contacts with parents (CPOMs from January 2021) and add any relevant actions.
- Contact should be polite and encouraging. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.

Attending virtual meetings with staff, parents and pupils:

- Bubble isolation groups are expected to attend a number of virtual meetings daily
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

In the event of individual pupil self-isolation

- A weekly home learning timetable and padlet to be sent via Class Dojo for all individual pupils who find themselves in isolation.
- Children have access to daily Zoom lessons so they can access the teaching and learning that is taking place within the classroom.
- Work is tailored to each pupil and those with EHCPs have individual work provided.
- Support lessons from Oak Academy and other online sources when Zoom lessons are not available.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating remote learning
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring the upload work and the feedback

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

Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.

Who to contact

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

- Issues in setting work – talk to the relevant phase leader
- Issues with behaviour – talk to the SENCO/SLT
- Issues with IT –contact Ark via Mr Lee or put a request through to the school office for IT support from Ark
- Issues with their own workload or wellbeing – talk to their Phase Leader/HoS/EHT
- Concerns about data protection – talk to the data protection officer (School Business Manager)
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- All staff have access to Teams concern sheet (CPOMS from Jan 21) to record any parent contact or concerns about children. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via Integris using a secure password. Do not share any details with third parties and ensure Integris is logged off.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Links with other policies and risk assessments

This policy is linked to our:

- Zoom risk assessment
- Good Behaviour Policy
- Child Protection Policy
- Data Protection Policy
- ICT and Internet Acceptable Use Policy

Tips for Home Learning

- Daily lessons must follow your normal weekly lessons- daily English and Maths lessons
- Create a weekly timetable of lessons (Emmaus template)
- Each teacher is in control of their own classroom unless ill- responding to pupils, marking work
- Teaching assistants to support with all areas of learning
- Continue to follow the curriculum taught in school
- Ensure there is a mixture of live lessons and pre-recorded lessons. Oak academy can be used where the lesson fits with the curriculum
- Remember it is best to upload PDF versions of documents
- When holding live lessons use Zoom and share your screen, here you can use prepared smart notebook files on which you can annotate and share with the children to model strategies
- Keep live lessons focused on the learning, pause to give children time to think, ask them to share their ideas in the chat or show to the screen
- Don't rush the lesson (see some Oak academy lessons to help you)
- Children must submit every piece of work completed throughout each day
- Teachers are to acknowledge all work received and give feedback where necessary
- Quizzes can be set for independent work or at the end of lessons to check learning

Reviewed: December 2020

Chair of Governors: R Blowers

Executive Headteacher: C Collett

Appendix

Dear Parents and Carers,

From October 22nd 2020, the Government published a Continuity Direction, regarding the provision of remote education in schools, under the Coronavirus Act 2020. The Direction means **schools have a duty to provide education to children at home**, as they do when children are in the classroom. The Direction helps provide assurances to both schools and parents that **if pupils have to self-isolate at home their education will not be disrupted**.

All schools are **required** to offer remote education but were allowed to decide upon the most suitable method for our school community. As a result, we are continuing to provide a weekly padlet of learning, which is available on Class Dojo at the start of each week. It contains the resources that you will need and some additional resources may be included during the school week. We will also send a Zoom link and a lesson timetable that will allow your child to take part in the learning that is taking place directly in the classroom. This means that your child is not missing out on their education, which is a **legal duty as they have access to their lessons in school**.

The DfE can provide support to help disadvantaged children and young people who are otherwise unable to access remote education.

Examples of this include disadvantaged children:

- with no digital devices in their household
- whose only available device is a smartphone
- with a single device in their household that's being shared with more than one other family member

Devices can be ordered for disadvantaged children in years 3 to 6 when:

- a local health protection team has advised a group of children (such as a **'bubble'** or year group) not to attend school

Devices can be ordered for disadvantaged children in any year group who have been advised to shield when:

- a school or college supports a clinically extremely vulnerable child who is shielding following official or medical advice
- a school or college supports a child who has been advised to shield as a member of their household is clinically extremely vulnerable

Any person who is clinically extremely vulnerable will now have received a letter or email from the Department of Health and Social Care (DHSC) and the Ministry of Housing, Communities and Local Government). Lincolnshire County Council have stated that It is not unreasonable to request sight of the clinically extremely vulnerable letter that has been issued by the DHSC.

Devices cannot be ordered when:

- disadvantaged children are self-isolating because of coronavirus symptoms where this is **not part of broader recommendations to a 'bubble' or year group**
- disadvantaged children are self-isolating following arrival in the UK

If you do not have the required 'hardware' (the device will need an integrated webcam or a webcam attachment) and are in receipt of Pupil Premium funding, please let us know as soon as possible

so that we can request additional hardware from the DfE that we can loan out on a contract with you.

Please note:

If a vulnerable pupil is off school for any reason they will be contacted and supported by the Designated Safeguarding Lead.

Any family that is struggling to access the work provided should make the school aware e.g. they do not understand where to find it on Class Dojo OR their access to IT hardware/internet connectivity is limited so that we can provide alternate learning, such as printed worksheets and resources.

We are very keen to ensure we provide the best education for your child whilst they are isolating. We also expect that you comply with this as your child has a legal right to an education, whether this is in school or at home.

Please contact the school office if you need to discuss matters raised in this letter with us.

Yours sincerely,

Mrs C Collett
Executive Headteacher