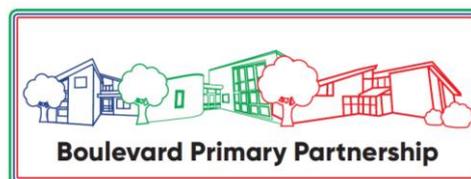


Remote Learning Policy



Approved by:

Governors

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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. Expectations

From the DfE Guidance: Remote education expectations for schools (Updated January 2021)

In developing their remote education, we expect schools to:

- 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 practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use. If schools do not have an education platform in place, they can access free support at Get help with technology - GOV.UK ([education.gov.uk](https://www.gov.uk/education.gov.uk))
- overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - 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 work.
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors.
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation

When teaching pupils remotely, we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects

- provide teaching that is equivalent in length to the core teaching pupils would receive in school. This will include both recorded or live direct teaching time and time for pupils to complete tasks and assignments independently, and will be as a minimum:
- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy lessons, for example, can be provided in lieu of school-led video content.
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely.

We also recognise that some pupils with Special Education Needs and Disabilities (SEND) may not be able to access remote education without adult support and so expect schools to work with families to deliver an ambitious curriculum appropriate for their level of need.

3. Roles and Responsibilities

Southwood, Downs Barn and Germander Park Schools will ensure that all children have enough devices in their house to be able to see and complete the remote learning set, as well as ensuring that there is an internet connection to enable access to the remote learning platform, Class Dojo. For families that do not have sufficient devices, the school will loan out a laptop, providing there are enough devices and parents/carers can also request a 30 megabyte data Sim card for their mobile phones.

The schools will also provide an exercise book for each child to record their home learning and a pencil.

3.1 Teachers

When providing remote learning, teachers must prepare and submit five lessons a day for KS1 and KS2 children (EY teachers should submit 5 activities a day) onto Class Dojo.

For Early Years, teachers should prepare and submit 5 activities a day, matched to the Early Learning Goals and with a strong emphasis on language and communication.

If teachers are 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 providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers set work for children in their year group
 - Teachers set 5 lessons a day. For KS1 and KS2, this should comprise of one Reading, one Writing, one Maths and two Topic lessons. For KS1 children, the lessons should comprise of

- one Phonics or Reading, one writing, one maths and one Topic lesson. Work can be uploaded onto Class Dojo the night before, or the morning of the learning (by 9am)
- Teachers need to follow the year group's Long Term Overview when preparing and setting work, although there may be some new aspects of Maths that should wait until face to face teaching and learning can occur again
 - Where there is one teacher in a year group, teachers should discuss how the work will be prepared and set (there may be an opportunity for teachers to lead different subjects, or if on a rota, to prepare activities for remote learning on alternate weeks)
 - Ensuring that the needs of SEND children and more able children are considered at all times, with alternate/adapted work available when necessary
- Providing videos to assist with learning, engagement and wellbeing:
 - Teachers will need to choose a location that is quiet, has a reasonable connection and has the appropriate lighting in order for the person to be seen, so that videos can be seen and heard clearly
 - Providing feedback on work:
 - Teachers will need to keep a formal record of children's engagement with remote learning
 - Teachers will need to give regular feedback to pupils who submit work
 - Keeping in touch with pupils who aren't in school and their parents:
 - Teachers will need to make regular contact with pupils. For those that submit work regularly, the feedback given will be sufficient contact, providing children are made aware that if they have any concerns about work, or about wellbeing, they can contact the school or LAB teams. See remote learning offer
 - Teachers should respond to parents, carers and pupils messages in normal school working hours only. See remote learning offer
 - complaints or concerns shared by parents and pupils can be dealt with by teachers if the nature of the concern or complaint is minor, but should be forwarded to Kate Mathews (or Sarah Scott/Iain Farrington/Nicky Lake in Kate Mathews' absence, if the nature of the complaint or concern is significant and requires MLT involvement)
 - If children fail to submit work, the following response pattern should always be followed: teachers send a message via Class Dojo initially; teachers should then telephone the child's parents to explain the lack of engagement; if there is still no engagement, the Deputy Headteacher/Headteacher will telephone the parent/carer

If teachers are also working in school, time will be provided to enable remote learning to take place. This may be covered by teachers working on a rota system, or by teachers covering each other (those within the same bubble), to enable remote learning time.

3.2 Teaching assistants

Learning Support Assistants may be asked to read with a child who is at home via a Zoom link, or they may be asked to upload a Class Dojo activity, if they have been supporting a particular child or group. Parents must be present with the child if this takes place.

If LSAs are 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.

3.3 SLT

Alongside any teaching responsibilities, SLT are responsible for:

- Co-ordinating the remote learning approach across the year group at Southwood/Downs Barn/Germander Park
- Monitoring the effectiveness of remote learning across the year group

3.4 Designated safeguarding lead

The DSL is responsible for:

- Monitoring Class Dojo for any safeguarding concerns (this could be in the form of inappropriate messages, or photographs from children, families, or staff)
- Ensuring teachers, parents and pupils know what to do and who to contact if they have any safeguarding concerns about remote learning content, responses to remote learning, or activities during remote learning periods of time

3.5 Pupils and parents

Staff should expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- 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
- Be respectful when making any complaints or concerns known to staff

3.6 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

4. Data protection

4.1 Accessing personal data

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

- Have closed access to the learning platform Class Dojo
- Have phone numbers of parents/carers of children in their class, which will be deleted after remote learning periods of time
- Only use the school laptop/tablet for remote learning, not personal mobile phones

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as Class Dojo log-in details and phone numbers of parent carers of children in their class, 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

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

All staff members will need to ensure that the schools' Child Protection and Safeguarding Policy is followed at all times during periods of remote learning. Any safeguarding concerns need to be reported immediately to the DSL, or Deputy DSLs.

If virtual meetings, or video recordings take place, staff, parents and pupils will need to ensure:

- All staff should be dressed according to the Code of Conduct for all meetings or video lessons for, or with staff, pupils or parents

6. Monitoring arrangements

This policy will be reviewed every two years.

At every review, it will be approved by Governors' Standards and Progress Committee.

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
- E-Safety and Acceptable Use policy



Remote Learning Offer

Southwood, Downs Barn and Germander Park Schools

If children need to be absent from school, a commitment to provide Remote Learning is now in place, using our chosen Learning Platform: Class Dojo. Remote Learning will be provided for children who are out of school through no fault of their own, for example a national or local Lockdown, if the school is closed for emergency reasons, or if the child is off school due to health reasons where they are able to work.

If children are off school individually, work will be prepared and provided at least weekly and will be in the form of paper activities (some online activities may be provided if relevant and available).

If the children are off school as a whole class, year group or school, the following offer applies:

The Schools are responsible for:

- Loaning laptops to families who do not have enough devices to enable pupils at the school to complete their remote learning
- Arranging for SIM cards to be collected if families need additional data to enable pupils at the school to complete remote learning
- Sourcing additional data, or routers if needed
- Providing all children with a home learning exercise book and a pencil, and replacing these when necessary

Teachers are responsible for:

- Setting work:
 - Teachers set 5 lessons a day for children in their year group. For KS2 children, this should comprise of one Reading, one Writing, one Maths and two Topic lessons (for Early Years children activities will be set) For KS1 children, the lessons should comprise of one Phonics, one Reading, one English, one Maths and one Topic lesson
 - Work will be uploaded onto Class Dojo by 9am on the day the learning is due (subsequent lessons for the day may be uploaded throughout the day)
 - Teachers will follow the year group's Long Term Overview when preparing and setting work, so that we teach the same curriculum remotely as we do in school wherever possible and appropriate

- Teachers will ensure that the needs of SEND children and more able children are considered at all times, with alternate/adapted work available when necessary
- Providing videos to assist with learning, engagement and wellbeing:
 - Teachers will ensure that videos can be seen and heard clearly
 - Regular videos will be posted during each week to encourage children and to explain tasks and learning activities
 - Teachers may use links to online videos (such as BBC, White Rose Hub, or other teaching and Learning videos) to provide a variety of learning experiences during the week
- Providing feedback on work:
 - Teachers will keep a formal record of children's engagement with remote learning
 - Teachers will give regular feedback for two activities each day to pupils who submit work. If submitted online, teachers will comment on Class Dojo. If submitted in paper form, teachers will request to see books periodically and give general feedback after this has been achieved
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers will need to make regular contact with pupils. For those that submit work regularly, the feedback given will be sufficient contact, providing children are made aware that if they have any concerns about work, or about wellbeing, they can contact the school or LAB teams. Phone calls to all parents/carers will be made periodically if a Lockdown lasts for a number of weeks.
 - Teachers will only be required to respond to parents, carers and pupils' messages in normal school working hours.
 - Complaints or concerns shared by parents and pupils can be dealt with by teachers if the nature of the concern or complaint is minor, but should be forwarded to Mrs Mathews (or Mrs Scott/Mr Farrington/ Miss Lake in Mrs Mathews' absence), if the nature of the complaint or concern is significant and requires Senior Leaders' involvement
 - If children fail to submit work, the following response pattern will be followed: teachers will send a message via Class Dojo initially; teachers should then telephone the child's parents to explain the lack of engagement; if there is still no engagement, the Deputy Headteacher/Headteacher will telephone the parent/carers

Parents and carers are responsible for:

- Ensuring that the school is contacted if support with devices, or data is needed, as this can be supported by the school if enough laptops/sim cards are available to be loaned/given out. Paper pack versions may be made available if all online support hasn't been able to solve remote learning issues
- Returning loaned laptops in the same condition that they were provided
- Ensuring children are able to complete the school work provided to the deadline set by teachers on a daily basis unless the school has been informed of a specific reason why this cannot be carried out
- Seeking help if they need it, from teachers
- Alerting 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
- Be respectful when making any concerns or complaints known to staff