

# Remote Learning Policy

## October 2020



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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

Class Teacher: To set and monitor home learning tasks and activities for individual children self-isolating and whole class self-isolating/lockdown.

Key Stage Leader: To support class teachers with sourcing suitable and appropriate home learning tasks, monitoring and feedback, and workload.

Inclusion Manager: To support class teachers with distribution of individual work packs, providing devices where appropriate and track vulnerable pupils and share updates accordingly.

SENDCos: To support class teachers with sourcing suitable tasks for SEND pupils. To support families self-isolating if a pupil is SEND through a weekly email.

### 2.1 Teachers

When providing remote learning (for the whole class self-isolation or lockdown), teachers must be available between 8:30am and 3:30pm.

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 providing remote learning, teachers are responsible for:

- Setting work:
  - For whole class self-isolation/lockdown: a daily learning email will be sent to parents
  - 5 live teaching sessions a week for whole class self-isolating/ lockdown
  - Activities may also be provided via our digital platforms: Tapestry (for EYFS & KS1) and Google Classrooms (for KS2)

- For SEND children their daily emails will be age and stage appropriate
  - The amount of work they need to provide will cover the government minimum requirements:
    - EYFS: 1 hour a day on average across the cohort;
    - KS1: 3 hours a day on average across the cohort;
    - KS2: 4 hours a day on average across the cohort
  - Teachers to be in contact with year group partner through email, to ensure consistency across the year/subject
  - To make sure pupils with limited access to devices can still complete the work, a device, router, extra data may be loaned from school; a pack of work will be sent home as a last resort
  - For individuals self-isolating: a pack of work will be sent home
- Providing feedback on work – cover details like:
- Pupils will email completed tasks/ photos/ videos back to the teacher so the teacher can provide specific feedback to all individuals
  - Pupils may receive specific feedback via Zoom
  - If devices and internet are an issue, feedback can be provided over the phone
  - Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via Google Classroom, RM Maths, Spag.com, FirstNews are valid and effective methods.
  - When an individual is self-isolating but the majority of their class remains in school, the class teacher will provide feedback on work submitted.
- Keeping in touch with pupils who aren't in school and their parents:
- If an individual child is self-isolating, teachers will maintain regular contact through class emails and phone calls home once a week. Teachers may also wish to Zoom to keep in contact with the child and their family. For example, after-school or inviting them to join story time
  - If a whole class is self-isolating/lockdown, teachers will maintain regular contact through class emails. If after two days, the teacher has not received anything from a child/ parent they will make a phone call home to establish any barriers to learning
  - Teachers shouldn't answer emails outside of working hours or days if part-time
  - If during phone calls, Zooms or emails a teacher has any safeguarding concerns, they will report using the systems we have in school e.g. CPOMs or directly contact with Designated Safeguarding Lead
  - If a parent complains via email, phone or Zoom, teachers will log accordingly on CPOMs and inform the relevant members of SLT
  - If a parent is being abusive during a phone conversation or Zoom meeting, then the teacher will remind the parent (e.g. please do not shout at me, please do not swear, if this continues I'm going to have to end the call)
  - Staff will follow up once back in school with pupils and parents who have not completed any home learning
  - The pastoral team will also be checking in with families weekly or twice a week depending on need. Certain families also have the pastoral teams' mobile numbers

- Attending virtual meetings/ lessons with staff, parents and pupils:
  - Everybody involved with the virtual meeting will be dressed appropriate. School uniform is not necessary, however PJs are not appropriate
  - When attending or hosting a virtual meeting/ lesson consider where this takes place e.g. avoid areas with background noise, nothing inappropriate in the background

### **2.3 Subject Leaders & SENDCo**

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
- Alerting teachers to resources they can use to teach their subject remotely

### **2.4 Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – the Assistant Head will lead on this working with EYFS Leader and KS1 Leader
- Monitoring the effectiveness of remote learning – Phase Leaders will be blind ccd into home learning emails so they review work set, monitor feedback from pupils, parents and teachers.
- The Assistant Head Teacher will be in regular contact via email with teachers working from home offering support and advice on the Home Learning tasks. Teachers will also provide information to the Assistant Header about which child has engaged and responded to the Home Learning emails.
- If pupils are having difficulty engaging in remote education (during a lockdown) then they may be considered to be vulnerable and therefore eligible to attend school. These decisions will be considered on a case by case basis, avoiding a one size fits all approach.

### **2.5 Designated Safeguarding Lead**

The DSL is responsible for:

See separate Safeguarding Policy

### **2.6 Pupils and parents**

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
- 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
- › Make school aware if they sick
- › Seek help from the school if they need it – e.g. class teacher may seek advice from SENDCo, Subject Leaders, Inclusion Manager
- › Be respectful when making any complaints or concerns known to staff

## 2.7 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

## 3. Who to contact

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

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- › Issues in setting work – talk to KS Leader, the relevant subject lead or SENCO
- › Issues with behaviour – talk to KS Leader and Inclusion Manager
- › Issues with IT – talk to KS Leader & IT Technician
- › Issues with their own workload or wellbeing – talk to their KS Leader
- › Concerns about data protection – talk to the Headteacher
- › Concerns about safeguarding – talk to the DSL & Inclusion Manger

## 4. Data protection

All staff will follow the GDPR 2018 Policy and Online Safety Policy.

At the end of each Home Learning Email will be this disclaimer:

Note for Parents:

Please be aware that we have checked all the links on emails that have been sent to check they are suitable for your child's age range. They may however contain links to other sites that we have not checked. If you don't have the appropriate controls in place your child may be taken to content which is not suitable if they click on the links.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

This article explains how to put Parental Controls in place to limit screen time, limit what each family member can see and how to block inappropriate content. We would also advise that all your Privacy settings are in place with your Broadband provider to ensure your children remain safe when online. If you want any more information about this, please contact your Broadband provider or check their website

## 5. Safeguarding

See separate Safeguarding Policy.

At the bottom of each Home Learning email will be this disclaimer:

Note for Parents:

Please be aware that we have checked all the links on emails that have been sent to check they are suitable for your child's age range. They may however contain links to other sites that we have not checked. If you don't have the appropriate controls in place your child may be taken to content which is not suitable if they click on the links.

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## 6. Monitoring arrangements

This policy will be reviewed half termly by Rachel Hall Assistant Head Teacher. At every review, it will be approved by SLT and Governors.

## 7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding Policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Self-Isolation Contract for Home Learning
- ICT and internet acceptable use policy
- Online safety policy

## School

When setting home learning, the staff will consider the needs of the learners. This might seem daunting to some parents so the school will support you as much as possible, particularly if the children are being introduced to new content. A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

When teaching pupils remotely for whole class isolation/lockdown, we will:

- Share any resources, including online and written tasks with home learners. Staff will do this electronically.
- Set assignments each day so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions, low stakes quizzes and other suitable tasks
- Teachers will adjust the learning in response to questions or assessments
- Provide parents with a suggested timetable for home learning
- Provide pre-recorded videos or links to online tutorials (e.g Oak Academy, NCETM, WhiteRose, Zoom) to reinforce or to introduce new content based on our curriculum
- Respond, within reason, promptly to requests for support from families at home. This should be done via phone or email.
- Staff will remain in contact with families through email, phone calls and Zoom. Where possible, if a 'bubble' is isolating due to Covid 19, live video conferencing between teachers and children will take place weekly, in line with the school's policies and procedures for this type of communication
- If teachers have not received any home learning responses by the second day, they will contact parents

Where individual pupils need to self-isolate but the majority of their class remains in school, we will provide a work pack this is due to the challenges of teaching pupils both at home and in school.

## Parent/Carer

This might seem daunting to some parents so the school will support you as much as possible. A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

To help my child learn at home, I/ we will:

- Provide a quiet suitable place for my child to learn
- Ensure they have the things they need to complete their learning. If I am struggling for resources, I will contact the class teacher and seek advice
- Ensure my child attends the live sessions everyday
- Ensure the work is completed
- Help my child as much as possible
- Talk to my child calmly about their behaviour if they are finding something difficult or getting frustrated
- Submit evidence of at least three different pieces of work a day; this might be a photo of them working, a screen shot of their work or an emailed document
- Email the child's class teacher if I am having difficulty with supporting my child
- Email the class teacher if my child is finding something difficult
- Email/ phone school if my child is ill
- Email/ phone school if I am ill
- If your child is not engaging with home learning, the class teacher will contact you to find out if there are any problems/ barriers/ help needed

We recognise that some pupils may not have suitable online access at home. If this is an issue, please inform the class teacher or contact school. We can then discuss the possible loan of a device, router or more data for mobile phone connections.

## Child

I will do my best to:

- Follow the timetable at home, given to me by my teacher
- Try my best to complete the work/ activities set
- Use the feedback given to make improvements
- Listen carefully my adult at home when they are explaining my home learning.
- Not to get frustrated with my adult if they ask me to do something I find hard
- Speak to my adult with respect even if I am frustrated.
- Join in on the video calls and Zoom meetings with my teacher to talk about my learning, next steps or listen to a story
- Wear suitable clothing to attend Zoom meetings. Uniform is not necessary but PJs are not suitable unless your teacher tells you otherwise

# Prince Edward Primary School