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**Remote Learning Policy**

Isleham Church of England Primary School

September 2020

# 1. Aims

This Remote Education Policy aims to:

* Outline the school’s approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
* Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils’ work
* Ensure that remote education is offered as soon as it becomes necessary
* Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren’t in school through use of quality online and offline resources
* Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
* Include continuous delivery of the school’s broad curriculum, as well as support of pupils’ well-being
* Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
* Ensure that pupils engage in learning they would have completed had they been in school as normal
* Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
* Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
* Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
* Ensure that pupils who lack any necessary equipment have this sourced for them

# 2. Who is this policy applicable to?

* Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
* Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

 **3. Resources**

Resources to deliver this Remote Education Plan include:

* Online tools/school subscriptions for EYFS/KS1/KS2- spelling shed, times tables rockstars, phonics play
* Use of ClassDojo for setting of tasks via video, links to other online resources, text and worksheets
* Books and other physical learning materials such as Power Maths practice books

The detailed remote learning planning and resources to deliver this policy can be found on each child’s ClassDojo page. This will include an explanatory video and any downloadable or printable resources/ online worksheets.

A model timetable is included below:-

Daily Maths and English with video explanations (recommended for morning work).

At least one topic task per day (recommended for afternoon work)

|  |  |
| --- | --- |
| 9am-10am | Daily English task |
| 10-10.30am | Active break |
| 10.30am-11.30am | Daily Maths task |
| 11.30am-12pm | Video assembly (led by SLT) |
| 1.00pm-2.00pm/2.30pm | Topic task |

* Teacher Code of Conduct for recorded video

Teachers will explain tasks in person when possible using the ClassDojo video app- this will enable the children to see their teacher on the screen explaining the activities and hopefully afford the children more independence in being able to get on without adult support. Video is provided for use in each child’s household only and is not to be shared outside the ClassDojo school community. Similarly, videos and photographs of children and submitted by children within ClassDojo once added to the child’s portfolio will not be shared outside the school community without prior consent from the child’s parents.

**4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE’s requirements in respect of remote learning, underpin our approach:

* Planning will be informed by the feedback from previous remote learning
* Pupils will study a broad range of subjects, including English, Maths, Geography, History, Art, Design & Technology & Science. Occasional activities in French, Music, Physical Education or Computing may also be offered
* Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
* Those who cannot attend school will access similar learning to that which their bubble is completing within school
* Activities will be varied and not solely consist of ‘screen time’; for example, although a video explanation may be given, it will frequently be intended for the activity to be carried out on paper or in an exercise book
* Teachers will have access to a wide variety of resources to share remotely, such as electronic activity sheets, videos and online links
* Resources will be quality assured by senior leaders, who will oversee the weekly tasks set for each class bubble
* Staff will have the training they need to provide online learning safely, and adhere to the online safety rules set out in the school’s ‘acceptable use policy’
* All pupils will have access to the resources they need to learn. We will ensure this by providing sanitised resources to those whose bubbles close which can be used at home, and access to the government-subsidised laptops and/or borrowed ICT equipment, for children who do not have the means to access the set activities and post photos of their responses.
* Teachers will communicate the purpose of activities and their success criteria for pupils, by stating these in the task description or explanation.
* Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by setting some school tasks each via ClassDojo to explore together.
* SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by being accessible to all.
* COVID catch-up funding will be used effectively to provide additional or different resources to those who can not access the main tasks set.
* Staff workload will be managed by SLT setting daily online tasks in situations where either the class teacher is incapacitated in some way, or only some individuals are not in attendance due to isolation or illness. Class teachers will be expected to provide ideas and links to planning from class in order to support the setting of comparable work.
* Leaders will measure engagement in remote learning by viewing portfolio responses and messaging/ telephoning parents of children who have not submitted completed tasks for at least 3 days and use this information to review provision and make changes as necessary.

# 5. Working with Parents

# We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND).

# We will provide guidance to parents on how to use ClassDojo and any other resources to be shared

Resources will be shared with pupils and parents via ClassDojo (which is linked to parents’ email addresses)

We would encourage parents to support their children’s work, and to establish a routine based around the school day wherever possible, ensuring that tasks and a suggested timetable for the day of home learning are clearly communicated.

Should parents be unable to access online work for any reason, they should contact the school via email or telephone, so that other arrangements can be made. In exceptional circumstances, paper copies of tasks will be provided and made available for collection.

# All children sign an ‘Acceptable Use Policy’ at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember that children’s safety is paramount and that supervision of children’s use of ICT is essential at home as in school.6. Roles and responsibilities

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

* Supporting teachers where needed to adapting schemes of learning so that they are aware of how the intended key components can be taught remotely
* Co-ordinating the remote learning approach across the school including monitoring pupils’ engagement
* Lead virtual meetings to ensure consistency across a subject as needed
* Monitoring the effectiveness of remote learning, including by making contact with parents of children who have not completed tasks for at least 3 days
* Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
* Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
* Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

Teachers will be provided with the necessary training on how to use ClassDojo to set and offer feedback on work.

When providing remote learning, teachers must be available as standard during school hours e.g. 9am to 4pm

Teachers unable to work for any reason during this time should make contact with the Headteacher at the earliest opportunity.

When providing remote learning, teachers are responsible for:

* Setting work:
	+ Teachers will set work for the pupils in their classes on a daily basis each week day during term time
	+ The work set should follow the usual timetable for the class had they been in school, wherever possible
	+ Teachers will set work using the ClassDojo online platform
	+ Daily English and mathematics work will be set as standard and one other subject
	+ A day’s worth of standalone resources for individuals or small groups isolating should be made available in the ‘Remote learning’ folder on staff share. Staff will then be given the opportunity to work with SLT to devise a plan for setting daily tasks as needed after this.
* Providing feedback on work:
	+ Reading, writing and mathematics work will always be viewed and commented upon, offering any corrections or areas for development and areas of strength
	+ Work in other subjects will be ‘liked’ or commented upon
	+ Work will be marked on a daily basis when possible, or at least within 3 working days of receipt.
	+ SLT may offer commentary in instances when teachers are not available for online marking.
* Keeping in touch with pupils who aren’t in school and their parents:
	+ Teachers are expected to make at least weekly contact with each child via the work set and marked- they will alert SLt if they have not heard from a child for at least 3 days
	+ If there is a concern around the level of a pupil’s engagement, the teacher should speak to the Headteacher/ SLT
	+ Teachers should only use their school email address to communicate with parents and pupils and/or the ClassDojo messaging function. All parent/carer emails should come through the school office or headteacher account, or via ClassDojo
	+ Teachers should check work emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
	+ Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Headteacher
	+ Calls made using personal phones by SLT must have 141 inserted before the recipient’s number so that their phone number is hidden from view or the caller ID hidden
* Teachers will respond promptly to requests for support from families at home, by email or ClassDojo messaging
	+ Any complaints or concerns shared by parents or pupils should be reported to the Headteacher; for any safeguarding concerns, refer immediately to the DSL Sarah Skillern (Headteacher) or Dawn Deacon (Deputy Headteacher)
* Staff who are required to self-isolate are expected to:
	+ Follow the normal reporting procedure for planned absence
	+ Obtain a test and share the result of it with school so that appropriate plans can be made
	+ If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

**Teaching Assistants**

Teaching assistants must be available during their usual working hours.

If they 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

* Cover in other areas of the school as directed by the Headteacher or SENCO
* Assisting the class teacher with supporting pupils
* Preparing home learning resources
* Undertake remote and/or online CPD training
* Attend virtual meetings with colleagues
* Communicate with parents
* Completion of work that accords with school improvement priorities

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

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

* Ensuring that pupils with EHC plans 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 EHC plans and IHPs
* Identifying the level of support required by pupils

The Finance Manager

* Ensuring value for money when arranging the procurement of equipment or technology.
* Ensuring that the school has adequate insurance to cover all remote working arrangements.

IT Technical support to school

The school’s IT Technicians are responsible for:

* Fixing issues with systems used to set and collect work
* Helping staff with any technical issues they are experiencing
* Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
* Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

* Be contactable during the school day
* Complete work to the deadline set by teachers
* Seek help if they need it, from teachers or teaching assistants
* Alert teachers if they’re not able to complete work

Staff can expect parents with children learning remotely to:

* Wherever possible, maintain a regular and familiar routine, making reference to the model timetable
* Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via ClassDojo
* Support their children’s work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
* Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
* Seek help from the school if they need it, communicating with class teachers by ClassDojo messaging or by email or by contacting the school office via office@isleham.cambs.sch.uk
* Be respectful when making any complaints or concerns known to staff

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

**7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils’ attainment or their contact details. This is necessary in furtherance of the school’s official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils’ personal data on their own electronic devices.

**8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

* Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
* Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
* Making sure the device locks automatically if left inactive for a period of time
* Not allowing family or friends to use the device
* Storing the device securely to avoid theft
* Ensuring that anti-virus and anti-spyware software is up to date
* Installing updates to ensure that the operating system remains up to date

**9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 4.9.20.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

**10. Expectations of staff during online meetings**

When attending virtual meetings or setting work via video link, all staff should follow expected professional standards in relation to:

* Dress code
* Location, e.g. avoid noisy areas, nothing inappropriate in the background

# 11. Links with other policies and development plans

This policy is linked to our:

* Safeguarding
* Behaviour policy
* Child protection policy
* Data protection policy and privacy notices
* Online safety/ acceptable use policies
* Code of Conduct

Last reviewed: 1.10.20
Date of next review: on or before 1.10.21