

Remote Learning Policy

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are accessing education remotely.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Roles and responsibilities

Teachers

Children who are isolating

Where children are required to isolate for 10 or 14 days, teaching staff will be expected to provide daily activities on Tapestry or Seesaw similar to the activities being completed in class. Teaching staff will respond to the work posted. There will be no expectation for teachers to be holding face to face meetings with these children unless the children have an EHCP. In this instance a one to one TA may deliver lessons via Teams.

Expectation for School Closure

In the event of partial school closure, teachers will teach their classes remotely. Teachers will be available between 8.45am and 12.30pm and 1.30pm and 3.30pm unless they are covering a 'bubble' at school. Teachers do not need to be available immediately however they should be able to respond to comments and posts from pupils during those hours.

Teachers who are covering a 'bubble' at school will not be expected to respond to the children's posts that day and this will be communicated to parents however work will be set.

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 to their line manager who will arrange for parents to be informed. In the case of long term absence, the school will arrange for a teaching assistant, PPA teacher or a supply teacher to take over the teaching of the class.

When providing remote learning, teachers are responsible for:

Planning the remote education programme

It is essential that children continue to receive a high quality curriculum if they are unable to attend school. Teachers will be responsible for planning a clear and progressive curriculum that builds on prior learning in the following areas:

- Maths
- Reading
- Writing
- SPAG

- History
- Geography
- Science
- RE
- Computing
- Art

In EYFS the children will be set activities in line with the EYFS Framework.

Class teachers will set an appropriate level of work for the pupils they are responsible for. If a class has two members of staff working within a job share, class teachers will take joint responsibility of the workload.

All remote learning will be set via Seesaw (Years 1 – 6) or Tapestry (Year R). Pupils within the school have had previous experience of using the system prior to national lockdown and during school closure.

During a typical week, teachers will be expected to set the following work:

- 1 daily piece of Maths work, including arithmetic.
- 1 daily piece of English work (a combination of reading comprehension, written tasks, grammar activities and phonics task for children in KS1)
- 1 daily piece of 'topic' work – such as science, geography, history etc
- 1 weekly RE lesson.

All pieces of work will be set at the beginning of the school day. Pupils will receive the work at 7am. Work will also include a PDF link for parents to easily print off work at home and also for any children who may be in school in the keyworker and vulnerable group.

Staff will also assign weekly Collective Worships on a Monday, Wednesday and Friday afternoon. The Collective Worships will be created by the Headteacher, Deputy Head, Collective worship lead and members of the school church community.

Face to face contact

Teachers will hold a daily Microsoft Teams meeting at 9am to set out expectations for the day. This meeting should last no more than 15 minutes. Teachers will hold a second meeting at 2.30pm to provide an opportunity for the class to come together and go over any common misconceptions that have arisen over the day or have a fun activity.

Teachers will also hold Teams meetings periodically throughout the day to provide support for children who need direct teaching. These will be scheduled by the class teacher and targeted at children who need specific help.

Marking work and responding to posts

All pupils will be able to respond to work via the online platform. For the majority of the work, teachers will set clear expectations for children on how to respond.

Teachers will respond to submitted work via the online platform in one of the following way:

- Teacher/s will 'like' a piece of work
- Teacher/s will write a comment on submitted work
- Teacher/s will record audio feedback

Keeping in touch with pupils

During any period of time where children are not attending school, teachers have a responsibility to make a record of any children who are not posting any work or making any contact with their class teacher.

During the end of the school week, a list of names should be sent to the Deputy Safeguarding lead who will contact the family if appropriate. These decisions will be made in conjunction with the Headteacher.

Safeguarding

As the point of contact for families during lockdown, teachers are well placed to spot any concerns surrounding safeguarding and child protection issues. Where teachers have concerns they should make a record of this using the school's CPOMs system. If teachers believe a child is in immediate danger they should contact the DSL immediately.

Children with SEND

Where appropriate, pupils with EHCPs who can access remote learning will have daily lessons via Teams with their one to one teaching assistant. Teachers should also provide differentiated work on Seesaw or Tapestry for these pupils.

The Special Needs Co-ordinator will support teachers in ensuring that teachers provide work which addresses children's specific needs. Where possible, activities will need to be differentiated to meet those needs.

Teaching Assistants

Supporting pupils remotely

All Teaching Assistants will have access to their own class online platform. In discussion with the class teacher, Teaching Assistants can be responsible for marking certain children's work or mark specific subjects. The marking of children's work will follow the guidance above.

Subject Leaders

Alongside their teaching commitment, subject leaders are responsible for:

- Supporting teachers with the curriculum planning in their subject area and signposting teachers to online resources.
- Monitoring the work set by teachers in their curriculum area through the platform.

Senior Leaders

Senior Leaders are responsible for:

- Co-ordinating the remote learning across the school. (Deputy Headteacher)

- Monitoring the effectiveness of remote learning through regular meetings with teachers and feedback from pupils and parents.
- Monitoring the security of the learning platforms including data protection and safeguarding concerns.

Designated Safeguarding Lead

The DSL and Deputy DSL are responsible for:

- Supporting vulnerable families in accessing online learning
- Maintaining regular contact with vulnerable families through telephone calls, Teams meetings and email
- Working alongside outside agencies to support children and their families.

Who to contact

If you have questions or concerns, please contact the following people:

- Setting or uploading work – KS1 staff to contact Liz Miller, KS2 staff to contact Ben Hainsworth. SLT to contact Dave Walters
- Issues with Behaviour – contact Dave Walters
- Issues with any pupils who have additional learning needs – contact Judith Selwood
- Issues with vulnerable pupils – contact Helen Silins
- Issues with Safeguarding – contact Jo Woolley or Helen Silins
- Issues with parents – contact Jo Woolley or Dave Walters
- Issues with Data Protection – contact Helen Glover

Pupils and Parents

Staff can expect pupils learning remotely to:

- Wherever possible join in with the Teams meetings at the start and end of the day.
- Complete the tasks set each day.
- Ask a teacher for help through Teams or Seesaw if they do not understand the work.
- Let the teacher know if they can't complete the work.

Staff can expect parents with children learning remotely to:

- Make the teacher aware if a child is unwell or otherwise can't complete the work set
- Seek help from the school if they need it by contacting the class teacher, pastoral staff or office.
- Do their best to provide a space for their child to work and ask for help from the school if they have difficulty accessing the work set.
- Support and encourage their child in accessing home learning.

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Teachers will provide opportunities and activities during Teams sessions for children to reflect on their own mental health and if necessary teacher will contact individual children to discuss anything that may be worrying them.

If you have questions or concerns, please contact the Designated Safeguarding Lead – Jo Woolley or the Deputy Safeguarding Lead – Helen Silins

Any concerns, no matter how small should be logged on the schools online safeguarding system CPOMS.

Staff well being

The school leadership team, including the governors, recognise that life in lockdown for teaching staff is very stressful. Often teachers are trying to work from home dealing with a large number of communications from pupils and their parents whilst setting and marking work. In addition, they may be home schooling their own children or looking after family members.

The well-being of staff is therefore a top priority and the leadership team are committed to supporting staff in the following ways:

- Regular communication between senior leaders and staff to review and improve work life balance.
- Access to Employee Assistance Programme for all staff
- Dealing with complaints, questions and concerns from parents

Data Protection

- All data accessed by staff for remote learning purposes will be through the school office.
- Staff members may need to collect and/or share personal data such as contact details as part of the remote learning process. As long as the processing is necessary for the school's official functions, individuals will not need permission for this to happen.
- Staff are reminded to collect and/or share as little personal data as possible.

This policy will be reviewed regularly as situations with the pandemic develop.