

Remote Learning Policy

Intent

This remote learning policy aims to:

- Ensure home learning is of a high quality so children are not disadvantaged
- 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 and safeguarding

Implementation

Roles and responsibilities

Teachers

When providing remote learning and working at home, teachers must be available between 8.45am- 4.00pm.

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 adhering to the full list of duties specified in the remote learning plan (see appendix 1). Some of the key responsibilities include:

- Creating work for all children within their class who are working remotely at home or in school
- An age appropriate amount of work for the year group (see plan)
- Creating a weekly timetable with suggested times for learning, playtimes and mindfulness to reduce stress and anxiety.
- Live streaming core subjects every day via Google Meets
- Host a daily Google Meets session with their class to allow for attendance and pastoral care (during whole year group/ whole school lockdown only)
- Work in partnership with year group partner to ensure a fair division of work
- Provide feedback and acknowledgement of work. Children within EYFS and KS1 will be encouraged to upload pictures of work for feedback onto Google classroom. They will be asked to tick a submission form to show work has been completed. Children within KS2 will receive feedback via Google classrooms.
- Contact parents and families on a weekly/fortnightly/3-week cycle depending on need of child/ key stage/ lockdown phase (see lockdown plan)
- Check year group emails and reply to emails in a timely manner (during whole year group/ whole school lockdown only). Ensure all safeguarding protocols are being upheld. When communicating with pupils and parents online this should be done during school hours.
- Refer any complaints or concerns with the DSL or member of SLT as appropriate
- Ensure they are dressed appropriately and professionally when being live streamed or on a virtual meeting where they can be seen
- Avoid areas with background noise and ensure there is nothing inappropriate in the background during video calls.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.55-3.15pm (or contracted 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 this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting class teacher with making phone calls to families
- Reading 1:1 over the phone/Google classroom with key children as directed
- Attending virtual meetings with staff
- Ensure they are dressed appropriately and professionally when being live streamed or on a virtual meeting where they can be seen

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – WS/AG (EYFS, Y1 & Y2), CM (Year 3&4), LM (Year 5&6)
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

- The DSL is responsible for ensuring safeguarding practices (as stated in safeguarding policy) are being continued despite remote working

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:

- 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
- Support children with their learning (see appendix)
- Adhere to the home learning agreement

Local Academy Committee

The LAC 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

Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the relevant phase leader
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing – talk to their phase leader/ deputy head
- Concerns about safeguarding – talk to the DSL

Data protection

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

- Access the P Drive using the secure encrypted instructions provided by the school
- Use a school issued laptop or iPad or a personal device which uses the secure encrypted instructions provided by the school
- Use Arbor and Cpoms professionally and appropriately
- Take care not to share contact details when emailing multiple people

Processing personal data

- Staff are reminded to collect and/or share as little personal data as possible online
- Never email parents from a personal email address
- Withhold personal number before calling families

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

Policy Sign off

	Reviewer	Date	Approver	Date approved
Reviewer / approver	Priya Caplan	July 2024	SLT	
Next Review				July 2026

Lockdown timetable, work expectations and roles for full lock down**KS2**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>9 - 10</u>	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity
10:00 – 10:30 KS2 workout –pre-recorded by EB. (Exercise and wellbeing)					
<u>11:00 – 12:00</u>	Writing Live stream followed by independent activity 15 mins spelling/handwri ting sheet	Writing Live stream followed by independent activity 15 mins spelling/handwritin g sheet	Writing Live stream followed by independent activity 15 mins spelling/handwritin g sheet	Reading Live stream followed by independent activity 15 mins spelling/handwritin g sheet	Reading Live stream followed by independent activity 15 mins spelling/handwritin g sheet
<u>1-2</u>	Science Live stream followed by independent activity	RE Live stream followed by independent activity	History/Geog Live stream followed by independent activity	Art/DT Live stream followed by independent activity	PSHCE Live stream followed by independent activity
<u>2 2:30</u>	Spanish (pre-recorded input from the teacher followed by independent activity)	Music (pre-recorded input from the teacher followed by independent activity)		Computing (pre-recorded input from the teacher followed by independent activity)	
3:00 – 3:15 KS2 story time – watching pre-recorded videos. Choose a book and read a chapter/s a week. Each day the story is read by a different member of KS2.					
15 minute slot depending on class- Google Meets with whole class. (Attendance, pastoral and wellbeing)					

KS1

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>9 - 10</u>	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity
10:00 – 10:30 KS1 workout –pre-recorded (EB) (Exercise and wellbeing)					
<u>11:00 – 12:00</u>	Writing Live stream followed by independent activity 15 mins spelling/handwri ting practise	Writing Live stream followed by independent activity 15 mins spelling/handwritin g practise	Writing Live stream followed by independent activity 15 mins spelling/handwritin g practise	Reading Live stream followed by independent activity 15 mins spelling/handwritin g practise	Reading Live stream followed by independent activity 15 mins spelling/handwritin g practise
<u>1-2</u>	Science Live stream followed by independent activity	RE Live stream followed by independent activity	History/Geog Live stream followed by independent activity	Art/DT Live stream followed by independent activity	PSHCE Live stream followed by independent activity
<u>2 2:30</u>	Phonics- link to LW video be provided	Phonics- link to LW video be provided	Phonics- link to LW video be provided	Phonics- link to LW video be provided	Phonics- link to LW video be provided
<u>2.30- 3.00</u>		Music (pre-recorded input from the teacher followed by independent activity)		Computing (pre-recorded input from the teacher followed by independent activity)	
3:00 – 3:15 KS1 story time- watching pre-recorded videos Choose a book and read a chapter/s a week. Each day the story is read by a different member of KS1.					
15 minute slot depending on class- Google Meets with whole class. (Attendance, pastoral and wellbeing)					

EYFS- Reception

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>9 - 10</u>	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity
10:00 – 10:30 EYFS workout –pre-recorded (EB) Only applies to a full school lockdown. A partial/ year group lockdown workout will be recorded by the teacher or support staff or a link sent out e.g. Joe Wicks/ yoga etc. (Exercise and wellbeing)					
<u>11:00 – 12:00</u>	Writing Live stream followed by independent activity 10 mins handwriting practise	Writing Live stream followed by independent activity 10 mins handwriting practise	Writing Live stream followed by independent activity 10 mins handwriting practise	Writing Live stream followed by independent activity 10 mins handwriting practise	Writing Live stream followed by independent activity 10 mins handwriting practise
<u>1-2</u>	Afternoon activity 1		Afternoon activity 2		Music (15 mins pre-recorded input from the teacher) 15 mins independent activity
<u>2 2:30</u>	Phonics- link to LW video be provided	Phonics- link to LW video be provided	Phonics- link to LW video be provided	Phonics- link to LW video be provided	Phonics- link to LW video be provided
3:00 – 3:15 EYFS story time- watching pre-recorded videos					
15 minute slot depending on class- Google Meets with whole class. (Attendance, pastoral and wellbeing)					

EYFS Nursery:

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>9 - 10</u>	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity	Maths Live stream followed by independent activity
10:00 – 10:30 EYFS workout –pre-recorded (EB) Only applies to a full school lockdown. A partial/ year group lockdown workout will be recorded by the teacher or support staff or a link sent out e.g. Joe Wicks/ yoga etc. (Exercise and wellbeing)					
<u>11:00 – 12:00</u>	Writing Live stream followed by independent activity 10 mins name writing practise	Writing (Live stream followed by independent activity 10 mins name writing practise	Writing Live stream followed by independent activity 10 mins name writing practise	Reading a story Live stream followed by independent activity 10 mins name writing practise	Reading a story Live stream followed by independent activity 10 mins name writing practise
<u>1-2</u>	Afternoon activity 1-		Afternoon activity 2-		Music (pre-recorded input from the teacher followed by independent activity)
<u>2 2:30</u>	Phonics- link to be provided	Phonics- link to be provided	Phonics- link to be provided	Phonics- link to be provided	Phonics- link to be provided
3:00 – 3:15 EYFS story time- watching pre-recorded videos					
15 minute slot depending on class- Google Meets with whole class. (Attendance, pastoral and wellbeing)					

Appendix 2

	Full lockdown of the whole school	Close down of class or year group	Small groups of children/ individuals unable to attend school but physically able to access learning
Expectations	The expectation is that the children will complete a full school day by having a daily timetable and online learning links provided. Lessons from specialist teachers to be provided online. -Work for the week to be uploaded onto Google Drive for their SLT link - Weekly phone calls, email accounts, google classrooms will be used to maintain contact (as appropriate for each phase and individual child). -Exercise books to be sent home with the children (Lined and a squared book) -On Day 1 Support staff to call every child in year group to explain what the work will involve and find out about any potential issues. Office staff to text all parents to say "Please expect a phone call from a member of staff. This may come from a withheld number." -On Day 1 Teachers to prepare timetable, lessons and support materials. Letter to be sent to inform parents.	-The expectation is that the children will complete similar learning to the children who are in school by having a daily timetable and online learning links provided. Lessons from specialist teachers to be provided online. -Work for the week to be uploaded onto Google Drive for their SLT link - Weekly phone calls, email accounts, google classrooms will be used to maintain contact (as appropriate for each phase and individual child). -Exercise books to be sent home with the children (Lined and a squared book) - On Day 1 Support staff to call every child in year group to explain what the work will involve and find out about any potential issues. Office staff to text all parents to say "Please expect a phone call from a member of staff. This may come from a withheld number." -On Day 1 Teachers to prepare lessons and support materials. Letter to be sent to inform parents.	-The expectation is that the children will complete similar learning to the children who are in school by following the 'Year X home learning letter'. P:\Teachers' folder\Online remote learning This letter needs to be edited with the key knowledge the children will be learning that week. To be emailed to parent and posted onto Google Classroom. For Maths and English the lesson slides and task sheets should be added to Google Classrooms. - Phone call home if child is well enough to work but is not accessing learning/ not to a high quality -Teacher's email accounts will NOT be activated during this time. -Learning pack of resources to be provided by office if requested
EYFS	• See separate timetable • 2 live lessons a day- maths/ writing/stories, 1 hour (shared between 2 teachers) • English/ Maths task to be on the slides at the end of the teacher input. Slides put on the website and printed for families as needed. • Plan and create 2 afternoon activities a week for the families to complete	• See separate timetable • 2 live lessons a day- maths/ writing/stories, 1 hour (shared between 2 teachers) • English/ Maths task to be on the slides at the end of the teacher input. Slides put on the website and printed for families as needed. • Plan and create 2 afternoon activities a week for the families to complete	• Post maths and writing slides and tasks onto Google Classrooms and printed for families as needed. • Children to complete home learning foundation research at home • Parents encouraged to send evidence of work via the email account or Google Classrooms- follow up call home if work is not being submitted if child is able to work
	• Direct to specific link each day for a letters and sound video following sounds taught at school. • 1 story/poem a day- Tch/Tas to pre-record • Checking year group emails • At least 1 phone call to each family each week (Tch/ TAS- children to be allocated) • Call log to be completed to keep a record of conversations. Highlight to SLT any families who cannot be contacted. • Parents encouraged to send evidence of work via the email account or Google Classrooms once a week for teachers to comment on. • Printable weekly work pack to include- timetable, slides for core subjects, afternoon activities. Teacher to speak to the Office and let them know the names of the children who will require a paper pack sent to them. • Leaves additional time for other duties e.g. subject leadership/MTP etc. • Daily Google Meets with class	• Direct to specific link each day for a letters and sound video following sounds taught at school. • 1 story/poem a day- Tch/Tas to pre-record • Checking year group emails • At least 1 phone call to each family each week (Tch/ TAS- children to be allocated) • Call log to be completed to keep a record of conversations. Highlight to SLT any families who cannot be contacted. • Parents encouraged to send evidence of work via the email account or Google Classrooms once a week for teachers to comment on. • Printable weekly work pack to include- timetable, slides for core subjects, afternoon activities. Teacher to speak to the Office and let them know the names of the children who will require a paper pack sent to them. • Leaves additional time for other duties e.g. subject leadership/MTP etc. • Daily Google Meets with class	• If more than 5 children are isolating from a year group then there should be a daily Google Meets at start of the day to discuss work expectation for the day and at the end of the day to read a story (TA/Tch)
KS1	• See separate timetable • 3 live lessons a day- maths and writing, then foundation (shared between 2 teachers) • English/ Maths/Afternoon task to be on the slides at the end of the teacher input. Slides and videos to be put onto Google Classrooms and printed for families as needed. • Printable weekly work pack to include- timetable, slides for core subjects, afternoon activities. Teacher to speak to the Office and let them know the names of the children who will require a paper pack sent to them.	• See separate timetable • 3 live lessons a day- maths and writing, then foundation (shared between 2 teachers) • English/ Maths/Afternoon task to be on the slides at the end of the teacher input. Slides and videos to be put onto Google Classrooms and printed for families as needed. • Printable weekly work pack to include- timetable, slides for core subjects, afternoon activities. Teacher to speak to the Office and let them know the names of the children who will require a paper pack sent to them.	• Post maths and writing slides and tasks onto Google Classrooms and printed for families as needed. • Children to complete home learning foundation research at home • Parents encouraged to send evidence of work via the email account or Google Classrooms- follow up call home if work is not being submitted if child is able to work • If more than 5 children are isolating from a year group then there should be a daily Google Meets at start of the day to discuss work expectation for the

	• Direct to specific link each day for a letters and sound video following sounds taught at school. • 1 story pre-recorded video a day- <u>CT/TA</u> • Checking year group emails • 1 phone call to each family each week spread over the period (CT + support staff) • Parents encouraged to send evidence of work via the email account and Google Classrooms once a week for teachers to comment on. • Call log to be completed to keep a record of conversations Highlight to SLT any families who cannot be contacted. • Daily Google Meets with class	• Direct to specific link each day for a letters and sound video following sounds taught at school. • 1 story pre-recorded video a day- <u>CT/TA</u> • Checking year group emails • 1 phone call to each family each week spread over the period (CT + support staff) • Parents encouraged to send evidence of work via the email account and Google Classrooms once a week for teachers to comment on. • Call log to be completed to keep a record of conversations Highlight to SLT any families who cannot be contacted. • Daily Google Meets with class	day and at the end of the day to read a story (TA/Tch)
KS2	• See separate timetable • 3 live lessons a day. Maths and writing, then foundation • English/ Maths/ Afternoon task to be on the slides at the end of the teacher input. Slides put on the website and printed for families as needed. • Plan and record 1 chapter/ story a day- 15 mins (all reading the same chapter book)- TA • Printable weekly work pack to include- timetable, slides for core subjects, afternoon activities. Teacher to speak to the Office and let them know the names of the children who will require a paper pack sent to them. • Checking google classrooms daily and providing brief acknowledgment of work completed – 1 hour a day • Checking year group emails – 30 mins	• See separate timetable • 3 live lessons a day. Maths and writing, then foundation • English/ Maths/ Afternoon task to be on the slides at the end of the teacher input. Slides put on the website and printed for families as needed. • Plan and record 1 chapter/ story a day- 15 mins (all reading the same chapter book)- TA • Printable weekly work pack to include- timetable, slides for core subjects, afternoon activities. Teacher to speak to the Office and let them know the names of the children who will require a paper pack sent to them. • Checking google classrooms daily and providing brief acknowledgment of work completed – 1 hour a day • Checking year group emails – 30 mins	• Post maths and writing slides and tasks onto Google Classrooms and printed for families as needed. • Children to complete home learning foundation research at home • Parents encouraged to send evidence of work via the email account or Google Classrooms- follow up call home if work is not being submitted if child is able to work • If more than 5 children are isolating from a year group then there should be a daily Google Meets at start of the day to discuss work expectation for the day and at the end of the day to read a story (TA/Tch)
	• Weekly phone calls to target children who are not visible on google classrooms/ who are vulnerable. (CT and support staff). • Every week make contact will all children via a phone call (CT and support staff) • Call log to be completed to keep a record of conversations. Highlight to SLT any families who cannot be contacted. • Daily Google Meets with class	• Weekly phone calls to target children who are not visible on google classrooms/ who are vulnerable. (CT and support staff). • <u>Every week</u> make contact will all children via a phone call (CT and support staff) • Call log to be completed to keep a record of conversations. Highlight to SLT any families who cannot be contacted. • Daily Google Meets with class	