



*'Inspired to be the best that I can be.'*



# Remote Learning Policy

## The Vaynor First School

**2020-2021**

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<b>Reviewed by</b>	Local Governing Body
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*Following feedback received from our parental community, we have aimed to find an approach to home learning that enables families to create a routine that suits their personal circumstances. Therefore, in these difficult times we have provided a blended approach to learning, that allows for flexibility for our families whilst maintaining a high quality of education for our children.*

## **REMOTE LEARNING POLICY**

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## 1. AIMS

The aims of this policy are to provide parents and carers of children within our school community with relevant information about how we will provide remote education during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

This policy ensures:

- A consistency in the expectation and approach to remote learning for pupils who are not in school
- Expectations are clearly set out for all members of our school community with regards to remote learning
- That the appropriate guidelines for data protection are provided
- Clarity of expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils.

## 2. PURPOSE

The intent behind our remote learning offer is designed to keep our children connected to school and their learning in every possible way, at the point that they cannot be learning on site with us due to Covid-19.

This could be for one of the following reasons:

- A government directive for a whole school closure with remote learning for all but key workers and vulnerable children
- Isolated bubble closures due to self-isolation requirements from Public Health England
- Individuals needing self-isolating due to requirements from Public Health England

The approach that we will take is outlined for you in this policy and aims to give families a flexible blended approach to home and remote learning that fits around their personal routines and circumstances.

This plan outlines expectations for a class bubble or partial school closure, rather than individual cases.

Individual pupils who are isolating due to health issues (based on government advice) and choose not return to school in September will be supported on a case by case basis, primarily with the use of 'paper packs' which mirror the work being taught to the rest of the class in school in addition to online learning resources.

## 3. OUTLINE OF THE REMOTE CURRICULUM

### **AT THE INITIAL POINT OF CLOSURE:**

We are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. However, the remote curriculum might look different for the first couple of days, whilst we take all necessary actions to prepare for a longer period of remote teaching.

This may include, work being sent home with your child directly from the school site, such as packs containing the learning activities that the child will need to undertake at home independently in the first instance.

Following the first few days of remote education, your child will be taught broadly the same curriculum as they would if they were in school, wherever possible and appropriate.

### **THE CURRICULUM MY CHILD WILL FOLLOW:**

The remote learning set by the teachers will follow the long-term curriculum plan for their year group so that children can continue to access the relevant curriculum and teachers will provide adapted learning resources for children with additional learning needs.

As with a normal school day, teachers will plan lessons that link directly to the curriculum focus for their pupils and will provide resources to support tasks for the children while at home. The focus will be on delivering three discrete lessons a day in English, Maths and a foundation subject lesson linked to the topic.

In addition to this, additional continuous learning activities linked to spelling, phonics, reading or times tables would also be expected using some of our digital platforms such as: Oxford Owl E-Book Library, Education City, Numbots for Reception & Year 1 and TT Rockstars for (Years 2-4).

### **HOW THE LEARNING WILL BE ORGANISED:**

Where remote learning needs to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted under the year group 'Home Learning Tab' on our school website by 9am on the morning of the closure. Parents and carers will then receive further communication via our MyEd App as to the uploading of subsequent work. This may be on a daily basis or in a one week block dependent upon the length and nature of the closure.

Parents will be able to access three pre-recorded videos of their teachers each day, the first giving an overview of the learning that the children will be taking part in on that day, in addition to an English and Maths input session, to support children with the developing and learning and new concepts.

These videos will be pre-recorded to enable equality of access for all families where there are siblings, or where parents are also working from home and access to devices can be limited. These recorded teacher sessions will be available through Tapestry where each family has a login. This will enable parents and carers to also upload work that their child has undertaken at home and contact their child's class teacher directly about their learning. This will also be a feedback mechanism for the teachers on pieces of work that they have requested the children to upload.

In response to feedback from our Home Learning Questionnaire, we have adopted a blended approach to remote learning, offering printed packs which can be collected by parents if they do not have access to a printing facility at home. In a prolonged lockdown the following additional paper based resources are also provided:

- a Jolly Phonics workbook for Reception & Year 1 children
- a Penpals handwriting book for Year 3 & Year 4 children
- an exercise book for children to undertake the key writing focus tasks into
- printed paper packs produced by teachers

### **TIME ALLOCATION FOR REMOTE LEARNING:**

Our remote learning offer is based on an expectation that pupils will spend the following amount of time learning at home (including remote teaching and independent work):

PHASES	CLASSES	NUMBER OF HOURS EACH DAY
EYFS	Reception	2 hours a day
KEY STAGE 1	Year 1	3 hours a day
	Year 2	
KEY STAGE 2	Year 3	4 Hours a day
	Year 4	

## **COMMUNICATION WITH CHILDREN**

To support communication between children, their teachers and their peers, your child's class teacher will alternate between holding a Teams meeting with a groups of 5 or 6 children on one week and a telephone conversation or Teams class party on the other. This will support social contact for children with their peers & support pupil wellbeing.

This will provide the children with the opportunity to discuss:

- The learning that they've undertaken
- Provide any necessary support or feedback
- Discuss their lockdown experiences
- What they would want more or less of regarding home learning

**and most importantly ...**

- to motivate them and continue to build upon the positive relationships which have already been established and have a social time

## **KEEPING YOUR CHILD SAFE:**

Thinkuknow provides an online line safety curriculum to support families during school closures at a time where children will be spending more time online, learning at home. There are a series of 15 minute home activity packs to support children's learning. Please follow this link: <https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets/>.

## **4. REMOTE EDUCATION FOR SELF-ISOLATING PUPILS**

Where individuals are self-isolating but the majority of their peer group remains in school, how remote education is provided will differ from the approach for whole groups outlined above. This is due to the challenges of teaching pupils both at home and in school.

Pupils who are self-isolating will receive a well taught and planned curriculum, with meaningful work each day. This will be forwarded to parents and carers via their email addresses. However, the teacher videos will not be part of this offer due to their full time teaching commitments.

## **5. ROLES AND RESPONSIBILITIES**

### **TEACHER EXPECTATIONS:**

When providing remote learning teachers must be available between 9.00am and 3.30pm. If they are unavailable to work for any reason during this time. 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, contacting the headteacher through a telephone call and not text, WhatsApp message or email. If this affects the completion of any work required, it is the responsibility of the teacher to ensure that that arrangements have been made with year group partners or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for all of the guidance set out in this Remote Learning Policy. Teachers are responsible for:

### **Setting Work:**

- Planning lessons and setting work that links directly to the curriculum focus for their year group and providing resources to support tasks for home learners.
- Should remote learning need to be set for a class or bubble, the paper based pack of resources for the week in English, Maths and other subjects will be posted on our school website under the 'Home Learning' tab for their year group by 8.30am each morning of closure. It will be the responsibility of families to print/use these resources at home or contact the school to ask for a 'paper pack'
- Ensure that a clear overview of the learning for each day is provided by recording their daily welcome video for the children alongside the video recording for their English and Maths focus sessions videos for the day and uploading these to Tapestry for parents by 8.30am.
- No work will be set during designated school holiday periods.

### **Providing feedback on work:**

- Pupils should send completed pieces of work identified to teachers by uploading it via Tapestry.
- Teachers can comment via Tapestry and also via weekly group Teams meetings or telephone calls with their children.
- Teachers will make use of whole class feedback methods such making use of our digital platform, Education City, which marks automatically.
- Teachers will respond promptly within reason and (within 48hrs), to requests for support from families at home received via Tapestry, MyEd App or via their onsite weekly telephone calls.
- Teachers can celebrate pupils work by uploading it and displaying it on the class gallery pages on our school website.
- There is to be no feedback or responses to messages received from parents via Tapestry over a weekend, after 5.30pm on a week night or during designated school holidays.
- All correspondence and online working should adhere to our Safeguarding Covid-19 policy.

### **Keeping in touch with pupils who aren't in school and their parents:**

- Staff have been allocated sufficient time whilst working on site to make a phonecall to each child in their class once a week.
- Staff should alternate between holding a Teams meeting with a groups of 5 or 6 children on one week and a telephone conversation and Teams class party on the other, to support social contact with peers and pupil wellbeing.
- Any safeguarding complaints or concerns shared by pupils or parents should be referred directly to the safeguarding lead on site (please see section below)
- Teachers should monitor pupil engagement on a weekly basis, making use of the school's pupil engagement monitoring scale and follow the prompts for each scale.
- Any complaints received should be forwarded directly to the Headteacher or Deputy Head.
- Staff should ensure that they are any virtual meetings with staff, parents or pupils.

### **TEACHING ASSISTANT EXPECTATIONS:**

Teaching assistants must be available for their available working hours. This may vary in times to support teaching staff in delivering live or prerecorded learning. If 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 pupils who aren't in school with learning remotely
- Prepare resources under the direction of the teacher or SENCo
- Attend virtual meetings with teachers or SENCo
- Complete professional development tasks
- Complete statutory training
- Check work emails

### **SUBJECT LEADERS:**

Alongside their teaching responsibilities, subject leads are responsible for

- Ensure that curriculum maps are being adhered to
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject to make sure that work set is appropriate and consistent across classes and year groups
- Alerting teachers to resources they can use to teach their subject

### **SENIOR LEADERS:**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Assistant Head to co-ordinate the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Supporting teachers, teaching assistants and subject leaders to provide online learning
- Organising opportunities for feedback from pupils and parents
- Overseeing and relaying ongoing updates and guidance from DfE and Worcestershire County Council
- Updating through regular meetings staff explain how they'll do this, such as 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 and advice on internet safety and working from home.

## **SENCO:**

The SENCO is responsible for

- Ensuring risk assessments are revisited and updated for any pupil with an EHCP who is not attending onsite provision as a result of personal preference.
- Ensuring remote learning is in place, accessed and differentiated to ensure continuity and progression for children with EHC not attending.
- Identification of children classified as vulnerable, supported by DSL.
- Communicating with families and social workers regularly and provide individual support for parents of children with SEN.
- Overseeing provision and remote learning expectations for children with SEN across the school.
- Engaging with external agencies to ensure that SEN children continue to get their entitlement and assessments and review meetings continue.

## **DESIGNATED SAFEGUARDING LEAD**

The DSL is responsible for:

Updating the school Safeguarding Policy and ensuring that the requirements of and additional lockdown requirements are adhered to | lockdown arrangements are adhered to.

## **6. PUPILS AND PARENTS REMOTE LEARNING AGREEMENT**

In the event of the remote learning be required the following is the basic expectation from our school community:

### **AS A SCHOOL WE WILL:**

- ✓ Offer a clear home learning plan and timetable of activities.
- ✓ Ensure that there are two pre-recorded lessons a day.
- ✓ Provide feedback on some of the work returned to class teachers.
- ✓ Ensure that home learning resources are accessible by 9.00am each morning through the home learning page of our website and our Tapestry learning platform.

### **AS A PARENTS & CARERS WE WILL:**

- ✓ Ensure that each home 'school day' maintains structure.
- ✓ Make sure that children complete the work set and adhere to the deadlines for submission.
- ✓ Communicate with teachers regarding their child's learning via our Tapestry learning platform.
- ✓ Not record any live or pre-recorded sessions.
- ✓ Alert teachers if their child is unable to complete the work.
- ✓ Be respectful when raising concerns to staff and not use social media as a platform for commenting negatively on the quality of teaching.
- ✓ Make the school aware if their child is sick or otherwise can't complete the work set.

### **AS A PUPIL I WILL:**

- ✓ Complete all of my lessons to the best of my ability.
- ✓ Make sure that my presentation is of the highest quality.
- ✓ Ask for help from my teacher if I am finding something difficult.

- ✓ Use my Vaynor Superpowers to help me with my learning at home.

## 7. GOVERNING BOARD

The leadership team, including governors, will ensure that the quality and safeguarding of remote learning systems and processes enables the school's vision to provide a high quality of education for all of our children, including those with SEND continues. Through close monitoring and development of policy and practice around remote learning, we will endeavour to ensure that a broad and balanced approach to the curriculum is maintained and that the transition for children to and from remote learning is as minimal as possible in relation to both their academic progress, their wellbeing and their love of learning.

## 8. 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 year group leader
- Issues with IT – talk to IT Lourdes our IT provider
- Issues with their own workload or wellbeing – talk to a member of the Senior Leadership Team
- Concerns about data protection – talk to Becky Ford the Data Protection Officer
- Concerns about safeguarding – talk to the DSL Sallyanne Dunstan, Helen Colcombe or Joseph Woods

## 9. DATA PROTECTION

### ACCESSING PERSONAL DATA

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

- Access any data through the Microsoft 365 system as this will be via a secure cloud sever.
- All teachers should access data through school laptops or tablet devices provided, not own personal devices as these have been set up to ensure that data is kept secure.

### PROCESSING PERSONAL DATA

Staff members may need to collect and/or share personal data such as email addresses 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.

### KEEPING DEVICES SECURE

All staff members will take appropriate steps to ensure that 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
- Keeping operating systems up to date – always install the latest updates

## **10. LINKS WITH OTHER POLICIES**

This policy is linked to our:

- Behaviour policy
- Child Protection policy and Covid-19 Annex 1
- Data Protection Policy and Privacy Notices
- E-Safety and internet acceptable use policy
- Staff Code of Conduct