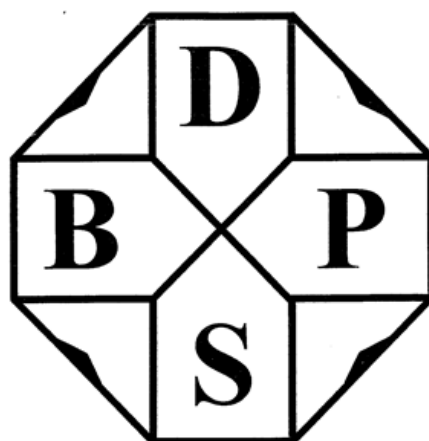


# Remote Learning Policy and Plan

Claybrooke & Dunton Bassett Primary Schools



*Together We Flourish*

<b>Approved by:</b>	Hugo Venter, CoG	<b>Date:</b> February 2022
<b>Signed:</b>	<i>Hugo Venter</i>	
<b>Last reviewed on:</b>	February 2021	
<b>Next review due by:</b>	February 2023 or earlier if required	

We are incredibly proud of how our school communities have adapted to the changing circumstances which we find ourselves in. We recognise that each individual will face their own challenges and will have their own needs - these needs may change daily. This policy aims to provide flexible guidelines to support all of our school community with remote learning.

This document takes into account the latest guidance from the government and is applicable at times of local and national lockdowns, or “bubble closures”. Individual cases of isolation are detailed separately in this policy.

More information can be found here:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

**This policy was last reviewed November 2020 and is subject to regular review. This policy may need to be changed without prior warning to reflect Local and National circumstance and changes to Government Guidance.**

## Contents

1. Aims	3
2. Roles and Responsibilities	3-7
3. Who To Contact	7
4. Data Protection	7
5. Safeguarding	8
6. Links With Other Policies	8
Appendix A: Example Timetable	8-9

---

## **1. Aims**

This remote learning policy 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

To ensure the continued high quality support of pupil learning, and the delivery of as broad and deep a curriculum as possible.

## **2. Roles and responsibilities**

### **Class Lead's Responsibilities**

The Class lead is a member of school staff who has been designated to lead a class during a day's learning. In most circumstances, this will be the class teacher.

Class leads are responsible for contacting SLT should they need devices or other equipment at home.

When providing remote learning, Class Leads must be available for their Morning Meeting and assigned Direct Instruction Times. Additional meetings may be offered for children who have been assessed by the Class Leads as having additional needs or need of further input or assistance.

If the whole class is isolating, including the adults who normally work with that class, then remote learning will be arranged from the Class Leads' home, including live sessions, where possible. SLT will assist with arrangements around timings, availability of technology, etc. Should there ever be a case where part of the class is isolating, but some of the teaching staff assigned to that class do not have to (i.e. if part of the class have been taught by another adult in a group exercise and the rest of the class have been taught by the class lead), then staff are expected to attend the workplace in the usual manner and conduct live sessions and preparation in the school building in the usual way. 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. In any lockdown situation, the schools will act as a single body to provide education for pupils.

Class leads will be available for Morning Meeting each day, where they will greet children, gauge wellbeing and discuss activities for the day.

During the day, class leads will provide live Direct Instruction/Guided Practise through Google Meets or pre-prepared videos (no more than 30 mins) to introduce English (including phonics) and Maths.

Between live Direct Instruction times, children will be able to access activities directly related to this input. These activities will be tailored to match the needs of the children in their class.

Teachers will also set ideas for other activities, to ensure children are provided with a broad and ambitious curriculum.

# Home Learning- Core Offer



Daily Live	Daily Practice	Weekly Activities
Morning Meeting & Registration	English writing /Phonics Independent Practise	Science
English/Phonics Direct Instruction/Guided Practise	Reading Independent Practise	History or Geography
Maths Direct Instruction/Guided Practise	Maths including mental maths Independent Practise	Art or DT
Collective Worship	Wellbeing/Physical Activity	Music
		French (KS2)

Activities for the day need to be available for children to access by 9am on the day of use.

Where appropriate, ensure that all children have a white-board and pen to use during direct instruction and guided practise inputs.

Work will be set via Google Classrooms/Early Years site. Class Leads will also use various online programmes or resources to support learning. E.g. TT Rockstars, Mathletics, Spelling Shed, Oak National Academy, White Rose.

Staff in the two schools will work together to share planning across their year groups, but they will ensure that activities are well tailored to their class needs and abilities.

Each school's Senior Leadership team will help assess if they can help families who are not ready for home learning. Where possible, devices will be lent out to children to allow access to Google Classroom/Early Years Site. Where this is not possible, children will be provided with paper packs, available for collection from school.

Any designated school staff member will be able to access children's work through Google Classroom or through the return of paper packs, if this is required in their role.

As per our feedback policy, we aim to provide children with as much 'in the moment' feedback as possible. This will predominantly take place during live sessions. Feedback will also be provided through Google Classroom comments, verbal feedback through 'Mote' and targeted group interventions, which may be live.

Class Leads should keep all digital correspondence from the lockdown period that relates to their class' online learning, until notified by SLT. These should be stored in a separate GMail folder for ease of use.

*In the event of individuals having to self-isolate, work will be provided using high quality online and offline resources. This may include lessons provided by Oak National Academy or White Rose, but will not be "live streaming" from the classroom due to safeguarding concerns.*

## Teaching assistants' Responsibilities

When assisting with remote learning, teaching assistants will be available during their usual working hours. They will be included in Morning Meetings, Direct Instruction/Guided Practice Times and will also support where possible with intervention which children are invited to. Teaching Assistants will support teachers with assessment during the input and help to monitor behaviour and engagement. In the event of sickness or class teachers are unable to work at this time, Teaching Assistants may be asked to lead sessions for their regular class. Cover supervisors may be required to do this for other classes in specific situations.

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. In any lockdown situation, the schools will act as a single body to provide education for pupils.

## Pupils and parents

Staff can expect pupils learning remotely to:

- Attend the Morning Meetings and be contactable during the school day (via live lessons, online messages or phone)
- Complete work set by teachers
- Seek help if they need it, from teachers or support staff using the designated message system
- Alert/contact staff if they are unable to complete work using the designated message system

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 – either through the helpline emails or class emails
- Be respectful when making any complaints or concerns known to staff
- Support the positivity and wellbeing of their children as best they can, and alert staff if they think that well being is suffering.

## Live Direct Instruction/ Guided Practise and Pupil Engagement

Live Lesson Protocol- Please see IPAT Protocol for Live Learning for more information. The main points are highlighted below:

- During a virtual live session, staff and children must wear suitable clothing (no pyjamas and no tops with slogans which may cause offense) as should anyone else in the household when webcams are switched on.
- Pupils will be asked to leave the online session if it is felt that a pupil or family members clothing is inappropriate. Once they have changed into appropriate clothing, they will be permitted to re-join the session.
- All digital devices must be used in appropriate areas of the house, e.g. not in bedrooms or bathrooms.
- The 'blurring of backgrounds' tool must (where possible) be used. (This function may not be available on your home device therefore make sure your child sits against a neutral background).

Children are encouraged to attend the Morning Meeting each day. Class Leads will keep a register of who is in attendance in secure folders on GDrive.

Details of children who are not in attendance regularly will be passed to SLT who will take appropriate action.

Various staff may make other phone calls home e.g. SENDCo, ELSA to check on a child/family's well being

Staff will not be expected to answer emails outside of usual school hours. A separate email has been set up for families to contact the Class Leads with questions.

Any issues raised by parents or pupils will be dealt with by the class lead in the first instance, in line with the IPAT Online Learning Policy. Class Lead will ensure that SLT are kept aware of any issues/complaints.

All children are encouraged to complete all the work set. Our schools see the Google Classroom or Early Years websites as an extension of the physical classroom and expect children to engage and behave accordingly. In the event that work cannot be completed or there are difficulties with engagement, a member of staff will contact the family to provide support and create a plan for re engagement.

There will always be two members of staff in any live input to ensure that safeguarding requirements are met.

### **Domain Teams/Subject Leads**

Domain Teams will continue to support other staff where they can, sharing ideas and good practice as often as possible. Domain Teams will be responsible for

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Alerting teachers to resources they can use to teach their subject remotely
- Collaborating with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Supporting Senior Leaders where necessary with monitoring and evaluation of remote learning
- Support the further development of the Hub's remote learning policy and strategy

### **Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring that the online learning environment is considered as an extension of the schools physical learning environment in all aspects.
- Co-ordinating the remote learning approach across the school
- 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 via Keep in Touch surveys
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring Collective Worship is available daily
- Working alongside the SENDCos, ELSAs and Class Leads, to ensure work set is tailored to individual needs
- Supporting staff with any issues arising regarding behaviour and engagement.
- Consider and monitor the wider wellbeing of all school stakeholders

### **IT staff**

The STEM domain team along with support from SLT and OST Technologies are responsible for:

- Supporting staff with fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing which cannot be fixed in the first instance by the class leads
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPOs are Paul Rock and Jinette Jones)
- Assisting pupils and parents with accessing the internet or devices
- Being aware of ways to improve the use of available technologies to enhance the learning experience

### **Governing board**

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
- Monitor the wider wellbeing of all school stakeholders, especially SLT

### 3. 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/domain team or SENDCOs (Debbie Newman)
- Issues with behaviour – talk to school's Senior Leadership Team (Matt Howard, Paul Rock)
- Issues with IT – talk to IT staff (Paul Rock, Matt Howard)
- Issues with their own workload or wellbeing – talk to your line manager
- Concerns about data protection – talk to our data protection officers (Paul Rock, Jinette Jones)
- Concerns about safeguarding – talk to the DSLs (Matt Howard, Paul Rock, Debbie Newman, Alison Romanovsky)

**Parents** with any questions or concerns regarding remote learning should contact the Class Lead via the class email address in the first instance. If necessary, they should then contact the Senior Leadership Team (Matt Howard, Paul Rock) at each school through the office.

### 4. Data protection

#### Accessing personal data

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

Use Arbor (cloud based) and the GDrive, and ensure that no personal data is downloaded to laptops/PCs/tablets or other devices.

#### 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.

Register documents should only be stored on the GDrive in the allocated folders which are accessible to the office and SLT.

#### Keeping devices secure

Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

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)
- Making sure the device locks if left inactive for a period of time, or if you are away from the device for a significant period of time
- Not sharing the device among family or friends or setting up a separate account on the device
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

Please see the *IPAT ADDENDUM TO SAFEGUARDING/CHILD PROTECTION POLICY IN RESPONSE TO COVID-19* for more information on Safeguarding during this time.

There will always be two members of staff in each “live” input.

## 6. Specific Arrangements:

- We offer a regular, informal catch-up for parents who want to discuss home learning with each other and ask members of SLT any questions.
- We keep in regular, weekly contact with our families. If we haven't heard from a family by Wednesday, the class teacher will email and offer further support. If we still haven't heard from the family by Friday, the class teacher will phone and offer further support.
- During longer periods of 'lockdown', teachers will prepare half a day per week 'non-screen' activities to keep screen time in check and promote pupil (and parental!) well-being.
- For those families continuing to struggle with accessing remote learning digitally, for whatever reason, we may offer published text books and work books to support.

## 6. Links with other policies

This policy is linked to our:

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy

Feedback Policy

Various curriculum policies

## Appendix A: Example timetable for live Direct Instruction/Guided Practice with Class Lead and daily independent practise

These are examples of timings for live inputs which should ensure that families with siblings do not have inputs which overlap. There is also sufficient time for families to incorporate breaks and lunch.

Year group	Morning Meeting (15 mins- register and welcome/well being)	Live English direct instruction and guided practice (max 30 mins)	English independent practice	Live Maths direct instruction and guided practice (max 30 mins)	Maths independent practice	Afternoon Activities /Intervention organised by Class Leads
EYFS	9:30am	10:45am	Set via Class Webpage or paper pack	1:30pm	Set via Class Webpage	Set via Class Webpage or paper pack
Year 1 / 2	9:15am	10:30am	Set through Google Classrooms or paper pack	1pm	Set through Google Classrooms or paper pack	Set through Google Classrooms or paper pack  Interventions invites through Google Meets - recorded
Year 3 / 4	9:00 am	10am	Set through Google Classrooms or paper pack	11:45am	Set through Google Classrooms or paper pack	Set through Google Classrooms or paper pack  Interventions invites through Google Meets - recorded
Year 5 / 6	8:45 am	9:45am	Set through Google Classrooms or paper pack	11:15 am	Set through Google Classrooms or paper pack	Set through Google Classrooms or paper pack  Interventions invites through Google Meets - recorded