

Remote Learning Policy



Reviewed October 2020 by Mrs Hewitt

Updated: 29th December 2020

Approved By: Mr P Laws – Chair of Governors

Signed.....Date.....

To be reviewed Autumn 2021 or sooner due to changes in Government Guidance

Rationale:

Section 1 of this plan outlines the actions the school will take to provide remote education when a class bubble needs to self-isolate following a confirmed case of COVID 19.

Section 2 of this plan outlines the actions the school will take to ensure that pupils, who are not ill, have access to learning:

- If a child is well but awaiting test results and requires short term provision.
- If a child is well, but they have to self-isolate while their cohort is in school.
- If a child is shielding at home and they require long term support while their cohort is in school

Aims:

- To have a robust plan which can be implemented immediately, whenever an appropriate need arises (see above rationale).
- To maintain school's commitment to providing high quality education and endeavour to minimise lost learning time for all pupils.
- To provide a well-planned curriculum sequence that allows access to high-quality online and offline resources and teaching videos; which emulates classroom expectations and promotes a broad curriculum.
- To provide a consistent approach to remote learning across the school.
- To provide remote learning that encourages interaction, assessment and feedback. This to take place daily using high quality online resources.
- To meet the pastoral needs of pupils
- To provide resources, printed and/or technological, for children who do not have suitable online access.

Section 1:

Actions school will take to provide remote education when a class bubble needs to self-isolate following a confirmed case of COVID 19.

Your child's teacher will:

- Ensure an 'Isolation Learning Pack' is available on 'Showbie' for immediate access (Reception to Year 6)
- Within 48 hours of isolation Class teachers will set meaningful and progressive work each day in English (reading, writing, spag/phonics) Maths and at least one other subject (following their usual class timetable as closely as possible). Each day, ideas for physical activity and emotional wellbeing will also be provided. This work will be available through the 'Showbie' platform.
- Encourage their class through appropriately challenging tasks and encourage them to "aspire to greater heights" and apply a growth mindset – resilience etc
- Plan a timetable that is comparable to the amount of core teaching that would occur in the classroom. This will be shared with parents via 'Showbie', refer to Appendix 1.
- Continue to plan and teach a well sequenced curriculum so that knowledge and skills are built incrementally.
- Provide clear explanations and examples of new content delivered through, Showbie 'Live Chat', pre-recorded lessons, curriculum videos and online resources.

- Provide daily feedback either on an individual, group or whole class basis. EYFS and KS1 may be asked to upload photos or videos of their work. We would appreciate parental support to enable pupils to do this.
- Teachers will celebrate individuals, share work, and work hard to promote a strong sense of belonging. Teaching Assistants may also contribute.
- Will set clear expectations for the completion and submission of work. We ask that parents support their child's teacher in this by checking in with their child on a daily basis. Teachers can be contacted throughout the school day via 'Showbie' or direct email and will respond to your messages as soon as possible.

Online Resources:

- Class teachers will use 'Showbie' as their main learning platform. Pupils may also be signposted to complete work using other online resources: Reading Eggs, Purple Mash, Education City, tt Rockstars and ASM. (Please check with your child's class teacher to ensure they have all necessary passwords)

Section 2:

Actions school will take to ensure that pupils, who are not ill, have access to learning:

- If a child is well but awaiting test results and requires short term provision.
- If a child is well, but they have to self-isolate while their cohort is in school.
- If a child is shielding at home and they require long term support while their cohort is in school

Your child's teacher will:

- Implement all actions/practices as outlined in Section 1, adhering to the same timescales.
- Upload all learning tasks and class teacher inputs via the 'Showbie' learning platform and these will mirror those delivered to the class the previous day.
- Ensure daily contact with pupils, providing support and feedback for tasks which will move the pupil's learning on the most. Teaching Assistants may also support the teachers to do this.

School's Expectations - Pupils and Parents:

Class teacher expect pupils who are learning remotely to:

- Register daily online via their Showbie account, between 9am – 9.15am or contactable by telephone.
- Be contactable throughout the school day, especially those pupils where parents have elected not to use an electronic device.
- Engage with remote learning daily (Monday to Friday) adhering to normal school hours as closely as possible (see Appendix 1 for a typical timetable of expectations)
- Try their best to complete work to the deadline set by the teachers
- Alert their teacher if they need help or if they cannot complete the work for whatever reason, as soon as possible
- Review and respond to feedback, targets or questions

- If a pupil has completed a hardcopy learning pack, this must be returned to their class teacher, when the pupil returns to school.

Class teachers expect parents of children who are learning remotely to:

- Make school aware if their child is ill or is unable to complete their work
- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc
- Return to school all hardcopy learning packs
- Seek help from school if it is needed, no matter how small or trifle it may seem
- Be respectful when making any complaints or concerns known to staff

Roles, Responsibilities and Monitoring

Class teachers:

When providing remote learning to a complete class bubble, teachers must be available between 9am and 3pm on their working days. This may vary where a teacher is providing remote learning for an individual pupil who is isolating. Either the Class teacher or a Teaching Assistant will check and respond to online learning at the mid-point and end of each school day.

If teaching staff are unable to work for any reason during this time, for example due to being unwell, they should report this using the school's normal absence procedure.

Teaching assistants:

Teaching assistants should be available during their normal working hours on the days they are normally required in school. If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.

Teaching assistants may:

- Work in school for specific tasks as required by the Headteacher;
- Undertake remote and/or online CPD training;
- Attend virtual meetings with colleagues.
- Support the Teacher with providing appropriate resources and activities for home learning.

Subject leaders:

Alongside their teaching responsibilities, as outlined above, Subject Leads may:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;
- Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and activities are being set at an appropriate distance away from each other;
- Alert teachers to resources they can use to support the teaching of their subject.

SENCO:

The SENCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure the SENCO will continue to:

- Lead on liaison with SEND pupils at home and their families;
- Ensure completion of necessary SEND paperwork and/or applications

Senior leaders:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school;
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;
- Oversee the ongoing wellbeing and CPD of staff.

Designated safeguarding lead:

The DSL's responsibilities are identified within the school's Child Protection Policy.

Governing board

The Governing Body is responsible, including as advised by the DfE, for:

- Supporting staff and pupil wellbeing;
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;
- Keeping monitoring to a minimum by focussing on safeguarding, health and safety, Headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils;
- Directing any approaches by parents made to them directly or indirectly via the Headteacher;
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that:

If **Parents** have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Headteacher (headteacher@dovebank.staffs.sch.uk) or a member of her SLT at school via office@dovebank.staffs.sch.uk

Data protection

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

- Only use their official school email account and never use personal messaging systems;
- Keep all personal data safely stored in a secure location

Processing personal data

- Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, 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 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 character.

- 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

Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

Links with other policies

This policy is linked to our:

- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Staff code of conduct

Appendix 1 - Typical Dove Bank Remote Learning Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Online Registration Morning Challenge				
9:15	English – activity 1				
10:15	Break				
10:40	English – activity 2	English – activity 2	English – activity 2	Times Table Rockstars	English – activity 2
11:00	Maths	Maths	Maths	Maths	Maths
12:00	Lunch				
1:00	Shared Reading				
1:30	PE	PE	PE	RE	PE
2:00	Class Topic activity	Times Table Rockstars	Class Topic activity	SPAG	Times Table Rockstars
2:45	Story Time				
3:00	Home Time				

