

# Remote Learning Policy



**Burwell Village  
College Primary**

**Approved by:** Governing Body **Date issued:** January 2021

**Last reviewed on:** May 2022

**Next review due by:** July 2023

1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school as a result of government guidance or the closure of a class/bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils who are not in school, including those with SEND, through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

2. Who is this policy applicable to?

- Children who are absent and required to self-isolate as a result of a positive PCR test result. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

### **3. Resources**

Resources to deliver this Remote Education Plan include (add details):

- Online tools/school subscriptions for: White Rose, Bug Club, MyMaths, Oxford Owl, Google Classroom
- Staff CPD
- Information for parents
- Use of video for teaching and learning
- I pads and laptops for those without devices at home

- Books and other physical learning materials where deemed appropriate

The detailed remote learning planning and resources to deliver this policy can be found here:

- [Google Classroom](#)
- [Curriculum progression documents](#)
- [Teacher Code of Conduct](#) for phone calls/live video/recorded video

#### 4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including *English, Maths, Science, History, Geography, Art, DT, Music*
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time'; for example, *written outcomes in English, practicing art skills, reading texts and completing Maths challenges.*
- Teachers will have access to a wide variety of resources to share remotely, such as *promethean flipcharts, White Rose Maths, MyMaths, Oak Academy.*
- Resources will be quality assured by subject and senior leaders, who will *plan with teachers to ensure that resources are identified and utilised successfully.*
- Staff will have the training they need to provide online learning safely, *including additional safeguarding training pertaining to online safety, in-house CPD to support the use of Google Classroom and the Promethean software available on laptops.*
- All pupils will have access to the resources they need to learn. *We will ensure this by every child having a google classroom account and the school loaning laptops/ipads where necessary.*
- Teachers will communicate the purpose of activities and their success criteria for pupils, *by utilising modelled teaching, recorded examples of processes, completed examples of work, flipcharts to support parents and pupils understanding of key concepts.*
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by using Computing time to login to google classroom and having lessons on computers and Ipads.
- SEND will not be a barrier to accessing the curriculum at home because the school *will work in partnership with families by planning with specific children in advance, identifying what can be practiced independently and specific tasks and activities that can be repeated every day. SENDCo will work with families to identify specific times of the day and week to contact children to provide 1:1 support.*

- COVID catch-up funding will be used effectively to *provide 1:1 tuition, purchase additional resources, in particular laptops and ipads, provide access to additional website subscriptions to support pupils.*
- Staff workload will be managed by *utilising what is already being taught and planned ensuring that staff do not need to spend additional time planning for those isolating.*
- Leaders will measure engagement in remote learning by, *regularly reminding parents and carers of the expectation to complete work, ensuring that teachers are feeding back and commenting on work so that parents and children see the value of it. Teachers/TAs/office staff will contact parents where remote learning is not being accessed. The school will use feedback to review provision and make changes as necessary.*

## 5. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use google classroom.

Resources will be shared with pupils and parents via google classroom and printed work where necessary.

We would encourage parents to support their children's work and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school office via email so that other arrangements can be made.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home.

## 6. Roles and responsibilities

### **Senior and subject leaders**

Alongside any teaching responsibilities, subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by moderating outcomes and holding regular discussions with staff
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## Teachers

Teachers will be provided with the necessary training on how to use Google Classroom

Where teachers are absent but able to work, they must be available between 08:30 and 16:30 on the days they normally work. They must be available to teach, feedback and interact with pupils in line with the published class timetable.

Teachers unable to work for any reason during this time should follow the standard absence policy.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes
  - Where a child is absent due to a positive COVID PCR test result, work will be uploaded onto Google Classroom and live teaching delivered from the second day of absence
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Teachers will set work using google classroom
  - Daily English and mathematics work and one other subject
  - Where a teacher's whole class/bubble is isolating, planning and resources will be completed by Saturday at 16:30 and sent to phase leaders by Saturday 16:30 before they are made available to pupils and parents
- Providing feedback on work:
  - Reading, writing and mathematics work will be marked in accordance with the marking policy, i.e. work that is submitted online will have the learning objective identified as achieved or not. Light touch marking will continue to identify spellings, gaps in learning and next steps. These may be communicated to the pupil if they can be practiced or may form the next sequence of teaching.
  - Work in other subjects will be marked in accordance with the marking and feedback policy, i.e. 1/3 of books in any subject taught. Every child should have their theme work marked at least once per week.
  - The frequency with which teachers will provide feedback is set out within the marking and feedback policy.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make weekly contact, via emails, phone calls or google classroom
  - If there is a concern around the level of a pupil's engagement, the teacher should make direct contact where possible. If there is no contact then this should be passed to the phase leader and then to the Deputy or Headteacher.
  - Teachers should only use their school email address to communicate with parents and pupils, including correspondence via google classroom chat linked to the @Burwellvillage.co.uk account

- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 48 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the phase leader.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view. Calls should generally be made using google classroom or Teams.
- Teachers will respond promptly to requests for support from families at home, by email and/or phone call within 48 hours.
  - Any complaints or concerns shared by parents or pupils should be reported to phase leaders; for any safeguarding concerns, refer immediately to the DSL Antony Kern.
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence
  - Following contact with school, the Headteacher may set up a referral to Occupational Health to support that individual
  - Obtain a test and share the result of it with school so that appropriate plans can be made
  - If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

## **Teaching Assistants**

Teaching assistants must be available during their usual working hours.

If they are 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

## **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

## **The SENCO**

The SENDCo will liaise with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils

## **The Business Manager**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## **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:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Bug Club/Oxford Owl.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make every effort to ensure that online platforms are accessible at home, e.g. remembering passwords
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by email or google classroom chat or by contacting the school office via email
- Be respectful when making any complaints or concerns known to staff

## **Governing Body**

The governing body 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

## **7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Not auto-saving passwords to online platforms and/or apps
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on 4<sup>th</sup> September 2020.

Staff must ensure all communication with parents and pupils is conducted through the school email or through Google Classroom if appropriate following normal guidance and ensure this remains professional.

## **10. Expectations of staff during online meetings**

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background



## 11. Links with other policies and development plans

This policy is linked to our:

- [Safeguarding and Child Protection](#)
- [Behaviour policy](#)
- [Data protection policy and privacy notices](#)
- Online safety acceptable use policy
- [Code of Conduct](#) for Phone calls, Video conferencing and recorded video
- Covid protocols