



Remote Learning Policy

Last Reviewed: 10.09.20

Updated: 11.01.21

This policy is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the **outline guidance table**.

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to face' as normal.

Context:

- ⊗ School has returned to full opening with effect from September 2020 and this has coincided with heightened regulations within Oldham due to a high transmission rate. This has resulted in an increase in the numbers of people testing positive for COVID-19 locally and consequently an increased risk of a suspected case or outbreak in school.
- ⊗ There is, therefore, an increased risk that children may have to isolate at home either individually or as part of a larger group such as their bubble, their year group or indeed the whole school.

Situations where this policy may apply include:

In general terms, there are three main scenarios going forwards:

- ⊗ A child or a member of their household is unwell with symptoms, requiring the household to isolate at home and seek a test.
- ⊗ A child or children has tested positive and, following advice from local health officials, the class bubble has been requested to self-isolate.
- ⊗ Significant outbreaks across the education sector have resulted in a national lockdown for schools and they have reverted to potentially providing in-school cover for key workers and for children who are vulnerable.
- ⊗ In the case of a child being advised that they must self-isolate or shield by a medical professional.

This policy does not apply in situations such as:

- ⊗ A student who is absent from school without prior authorisation.
- ⊗ Children who are generally unwell and absent due to this.
- ⊗ A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from a doctor, specialist, Public Health England, the UK Government or the World Health Organisation.
- ⊗ Children returning from countries where they are expected to quarantine on return.

Aims

This remote learning policy for staff aims to:

- ⊗ Ensure consistency in the approach to remote learning for pupils who aren't in school due to COVID-19.
- ⊗ Set out expectations for all members of the school community with regards to remote learning.

- Provide appropriate guidelines for data protection.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. During the first day or two, where work may not yet have been set by the teacher, you may access The Oak National Academy website and follow the year group linked to your child. These links can be found on your child's class webpage.

Following the first few days of remote education, your child will be taught a similar curriculum as they would do in school wherever possible. However, we may need to make some adaptations to some subjects such as: Art, DT, PE and elements of the Science curriculum which may not be able to be delivered in the same way as they would in school.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include recorded direct teaching time (not necessarily by the class teacher, this may be from The Oak National Academy, White Rose Maths or other online video materials suitable to the age and stage of the children and the subject taught), and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- **Key Stage 1:** 3 hours a day on average across the cohort, with less for younger children
- **Key Stage 2:** 4 hours a day

Outline Guidance Table:

| Scenario | Nature | Actions |
|----------|--|--|
| 1 | <p>Individual Lockdown/Self-Isolation:</p> <p>This may be for a short period while waiting for a test result or a longer period</p> | <ul style="list-style-type: none"> • School will endeavor to provide work from the day following notification. This may either be <ul style="list-style-type: none"> • Collected [if someone is available to do so; • Sent home via another pupil if appropriate; • Posted by school [if no one is available] or • E-Mailed where appropriate. • Additional work will be provided in the same way dependent on the length of the isolation. • Where an individual is self-isolating, Google Classroom, Tapestry etc. will not be used and work will be paper based or links will be sent to the parent to access online learning. • Feedback will be provided to the child on return to school when they produce the work set. |
| 2 | <p>Class Bubble Isolation:</p> <p>This is likely to be for an initial period of 10 days.</p> | <ul style="list-style-type: none"> • When a decision is made that a bubble needs to isolate, the class teacher will use the preferred electronic learning platform i.e. Google Classroom or Tapestry to |

| | | |
|---|---|--|
| | | <p>communicate learning with the children and parents.</p> <ul style="list-style-type: none"> • Learning will be posted on the preferred platform the following day and for each subsequent day of isolation. • There may be a delay if the class teacher has been taken ill. • At the end of each week, staff will contact the children for a welfare check. |
| 3 | <p>Whole School Shutdown:</p> <p>This could be for a prolonged period with school being required to make provision for key worker and vulnerable children.</p> | <ul style="list-style-type: none"> • As scenario 2 with all classes having work provided online. • In the event of a national lockdown, key worker, vulnerable children and critical worker roles will likely return and the children attending school will have access to technology to access the same content as their class will be at home. |

Roles and responsibilities during a bubble or school closure

Teachers

When providing remote learning, teachers **must** be available between 9am and 3.15pm Monday to Friday.

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 reporting procedure.

When providing remote learning, teachers are responsible for:

- ⊗ Setting work for the children in their class bubble (The Oak National Academy resources KS1&2, Purple Mash EYFS/KS1 **may be** used if it is in line with what the children would be receiving in school). Teachers may decide to create their own learning resources following their sequential medium and long term planning as long as it is of the same quality as the child would receive in school and includes an appropriate range of subjects
- ⊗ Provide online video lessons where appropriate and necessary. Online video lessons do not necessarily need to be recorded by teaching staff at the school: Oak National Academy and White Rose Maths lessons, for example, can be provided in lieu of school led video content
- ⊗ Provide frequent, clear explanations of new content, through high-quality curriculum resources
- ⊗ Uploading work on the specified **platform**: KS2 Google Classrooms, KS1 & EYs Tapestry
- ⊗ Setting work which is broadly in line with the offer children would be getting in school
- ⊗ Setting an amount of work which is in line with the amount a child would receive during a normal school day
- ⊗ Setting work by 9am on each school day (or by 3pm for the following day)
- ⊗ Provide opportunities for interactivity via the chosen platforms and through Zoom meetings, including questioning, eliciting and reflective discussion

- ⊗ Providing feedback on work via the specified platform. This can be via a comment, grade or score. Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and send them back
- ⊗ Feedback for English and Maths should ideally be provided before the next learning is presented or if not, then by the end of the school week
- ⊗ Keeping in touch with pupils and parents who aren't in school and their parents by telephone for a weekly welfare check. Any concerns are to be recorded on CPOMS
 - Concerns to report on CPOMS:
 - All safeguarding concerns
 - Children who are not engaging with online learning i.e. not attending Zoom meetings, not handing work in and not logging in to the platforms.
 - Inability to make contact with families
- ⊗ Raise concerns with parents when children are not engaging with online learning
- ⊗ Respond to emails from parents during working hours
- ⊗ Reporting all safeguarding concerns directly to the DSLs or make referrals directly to MASH
- ⊗ Reporting all breaches of the behaviour policy to the SLT
- ⊗ Advising parents that any complaints must be processed through the usual complaint procedure
- ⊗ Attending virtual meetings (under the direction of the SLT) with staff, parents, pupils, other professionals ensuring that the usual school dress code is adhered to and that, if at home, your location is private and backgrounds are appropriate
- ⊗ Providing all of the above even if they are working in school covering a bubble for example
- ⊗ Assisting pupils and parents with accessing the internet or devices
- ⊗ Ensuring pupils receive clear explanations
- ⊗ Supporting growth in confidence with new material through scaffolded practice
- ⊗ Keeping children motivated and engaged
- ⊗ Application of new knowledge or skills;
- ⊗ Enabling pupils to receive feedback on how to progress
- ⊗ Provide support for children with SEND to ensure they can access remote education
- ⊗ Avoid an over-reliance on long-term projects or internet research activities

Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3.15pm on their allocated working days.

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 reporting procedure.

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

- ⊗ Supporting specific pupils or groups of pupils who aren't in school with learning remotely;

- ⦿ Attending virtual meetings (under the direction of the SLT) with staff, parents, pupils, other professionals ensuring that the usual school dress code is adhered to and that, if at home, your location is private and backgrounds are appropriate;
- ⦿ Following the direction of the class teacher in supporting providing feedback on virtual work and completing welfare checks;
- ⦿ Assisting pupils and parents with accessing the internet or devices;
- ⦿ Provide support for children with SEND to ensure they can access remote education.

If teaching assistants will also be working in school, they will follow the direction of a class teacher or SLT members.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- ⦿ Considering whether any aspects of the subject curriculum need to change to accommodate remote learning;
- ⦿ Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent;
- ⦿ Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other;
- ⦿ Monitoring the remote work set by teachers in their subject;
- ⦿ Alerting teachers to resources they can use to teach their subject remotely;
- ⦿ The SENCO will be responsible for ensuring that children with specific needs are catered for and that work being set is accessible to all.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- ⦿ Co-ordinating the remote learning approach across the school or Key Stage;
- ⦿ 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.

The senior leader with overarching responsibility for the quality and delivery of remote education is: Mr Bennett

Designated Safeguarding Leads

During bubble or school closure, the DSL's (Mrs Holt and Mr Bennett) are responsible for the safeguarding of all children as set out in the 'Child Protection Policy 2020' and the 'Child Protection and Safeguarding: COVID19 addendum.

IT staff

IT staff are responsible for:

- ✉ Fixing issues with systems used to set and collect work;
- ✉ Helping staff and parents with any technical issues they're experiencing;
- ✉ Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer;
- ✉ Assisting pupils and parents with accessing the internet or devices;

Pupils and parents

Staff can expect pupils learning remotely to:

- ✉ Be contactable during the school day (9am-3.15pm);
- ✉ 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;
- ✉ Alert teachers to any safeguarding issues;
- ✉ Alert teachers to any technical issues;
- ✉ Behave in line with the Behaviour Policy;
- ✉ Remain safe online, following school's online safety protocols.

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 – if you know of any resources staff should point parents towards if they're struggling, include those here;
- ✉ Be respectful when making any complaints or concerns known to staff;
- ✉ Support their child in completing work set to the given deadlines;
- ✉ Report any safeguarding concerns.

How to Contact Us:

Where the school office is operational, you can make all queries via:

info@stannesroyton.oldham.sch.uk

0161 624 9885

Where you are unable to contact the school office, you can contact your child's class teacher directly on:

Early Years and Key Stage One: Tapestry

Key Stage Two: Google Classroom

Please be mindful that other families may be able to see your communications on these platforms and if your query is of a personal and confidential nature then please simply ask the teacher to make contact with you. We have all your contact details so please do not publically share these.

Governing Body

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.

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 Key Stage Lead, member of SLT or Headteacher;
- Issues with IT – talk to IT staff;
- Issues with their own workload or wellbeing – talk to their line manager;
- Concerns about data protection – talk to the data protection officer;
- Concerns about safeguarding – talk to the DSL.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

If you have a younger age child in Nursery, Reception or Year 1 and you feel that they are struggling to access online learning, please contact their class teacher.

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching envisaged by this policy would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this policy may also be useful for pupils with SEND and so should be considered on their merit.

If you feel that you require further advice and support in supporting your child at home, please do contact your child's class teacher via the school office.

If your child has SEND and receives additional support in school then we will make the very best effort to provide this support virtually for a proportion of the normal school day.

If parents are not able to effectively support remote education

Good communication between schools and parents (about the approach the school is taking) can help. This could include, where appropriate, group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support.

We recognise that some pupils may not have suitable online access at home. To support you in accessing online learning, we will take the following approaches to support those pupils to access remote education:

- ⦿ If you do not have access to devices such as iPads, tablets, phones or laptops, we have a bank of devices in school owned devices which we will be able to lend out to you. You will be asked to sign a user agreement for the use of these devices and they will be available for collection at the school office if safe to do so or delivery to your home.
- ⦿ If you do not have internet access in the home, then please contact the school office to speak to a member of staff and we will endeavour to find a solution with our technical support team.
- ⦿ If you require access to any printed materials due to the lack of online access, please contact the school office via info@stannesroyton.oldham.sch.uk to request this. These can be collected in person if safe to do so or they can be delivered to your address if this cannot be done.
- ⦿ If you do not have online access to submit work, then this can be handed in to the school office where it will be quarantined and passed to the class teacher.
- ⦿ If you need to contact your child's class teacher or if you need any support at all, please contact the school office following the contact details on the school website and they will direct your queries.
- ⦿ If you have tried to use school owned laptops, have asked for internet access support, have requested printed materials and you are still having overwhelming difficulties in accessing the remote learning package provided, please contact the school office to discuss the availability of places in school. The availability of places will be judged against our risk assessment and ratios.

Data protection

Accessing personal data

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

- ⦿ Access data for contacting parents via CPOMs. Staff are not to store this data on their personal devices.
- ⦿ Do not share data with anyone from outside of our organisation unless authorised to do so by the headteacher.
- ⦿ Where phone calls are made from personal devices, numbers should be withheld and then the parent's number deleted from the device.

- Emails will only be sent from First Class accounts.

Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers and emails 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 their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected when working from home and lock the screen when it is not in use;
- Ensuring the hard drive and laptop 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 and ensuring that the screen is not viewed by anyone in the household;
- Ensure that if a virtual meeting is taking place, that an empty room is used so the meeting remains confidential;
- Installing antivirus and anti-spyware software;
- Keeping operating systems up to date – always install the latest updates.

Safeguarding

The DSL is responsible for the safeguarding off all children as set out in the 'Child Protection Policy 2020' and the 'Child Protection and Safeguarding: COVID19 addendum. Staff must refer to these policies.

In the instance of a prolonged bubble or school closure, teachers or teaching assistants will make weekly welfare checks and record any safeguarding concerns to the DSL and on CPOMS.

Monitoring arrangements

This policy will be reviewed frequently during closures by the SLT.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child Protection Policy 2020 and the Child Protection and Safeguarding: COVID19 addendum
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1: Example Remote Learning Timetable

| | 9.00 – 9.30 | 9.30-10.00 | 10.00 – 11.00 | 11.00 - 11.15 | 11.15 – 11.30 | 11.30-12.30 | 12.10-13.10 | 1.15– 2.15 | 2.15 | 2.30-3.15 |
|-----------|--------------------|------------|---------------|---------------|------------------------|-------------|-------------|-------------------|-------|-------------------|
| Monday | Collective Worship | Reading | English | Break | Spelling & Handwriting | Maths | Lunch | Computing | Break | PE |
| Tuesday | | Reading | English | Break | Spelling & Handwriting | Maths | | Music | | French |
| Wednesday | | Reading | English | Break | Spelling & Handwriting | Maths | | PSHE | | Geography/History |
| Thursday | | RE | | Break | Spelling & Handwriting | Maths | | English | | Science |
| Friday | | Reading | English | Break | Spelling & Handwriting | Maths | | Geography/History | | Art/DT |

Remote learning to be accessed via Google Classroom and Tapestry. We will inform you of the content for each of the above sessions and provide links to work to be completed. There will be daily Zoom check in sessions.