



REMOTE LEARNING POLICY

ABSTRACT

How the school supports remote learning when in-school learning is not possible.

APPROVED	Chair / Headteacher
POLICY DATE	Autumn 2021
REVIEW	Autumn 2022

This policy has been created to support remote learning during the Covid 19 pandemic, and informs any future need for remote learning.

This policy outlines how Grange Primary approaches remote learning, and how it is built on and complements learning at school.

A blended learning approach is where pupils learn via electronic and online media as well as traditional face-to-face teaching to help ensure pupils are given equal opportunities to access the curriculum, whether in school or working at home. The resulting experience is transformed into an interactive learning environment where the teacher is assessing and guiding children as they apply concepts and engage creatively in learning.

We are committed to giving pupils access to learning activities that will meet their needs and build on prior learning.

Our aims for remote learning

- To provide a progressive curriculum which ensures high levels of attainment
- To ensure regular opportunities for pupil achievement across all groups
- To ensure that all young people in our school feel valued and respected.

We aim to fulfil the DfE guidance to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide frequent, clear expectations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Resources

Pupils will have access to the following resources when learning at home:

- A two-week pack of work for Maths and English
- Access to online resources such as ActiveLearn (Bug Club) for reading and phonics, and Mathletics for Maths
- CGP books
- Daily work set by the teacher on Google Classroom

- Online learning/provision through Google Classroom
- Curriculum objectives
- Curriculum maps
- Online safety advice
- Online phonics lessons
- Oak Academy
- BBC Bitesize
- Further list of useful websites and activities

Teaching & Learning: Roles & Responsibilities

The role of staff:

- To provide new learning as well as reinforce and consolidate of prior learning
- To provide a balance of online learning (where pupils and teacher interact in a specific virtual space, through a specific online medium) and asynchronous learning (where learning happens independently)
- To offer learning which is inclusive and upholds the values of respect, fairness and equality
- To ensure that cyber resilience and internet safety is central to all use of digital technology
- To provide support and guidance for pupils to enable them to engage in the school's home and blended learning approach
- To foster an open pathway of communication between school and home where appropriate
- To adhere to government Health & Safety guidelines

Paper offer

- On request, a weekly pack of activities will be provided for English, maths and the foundation subjects.

The role of subject leads:

Alongside their teaching responsibilities, subject leads are responsible for the following:

- To consider whether any aspect of the curriculum needs to change to accommodate remote learning
- To work with teachers to ensure that their subject is accurately pitched and that work set is appropriate and consistent
- To monitor the work set by teachers in their subject through access to all classes' Google Classrooms
- To alert teachers to resources which they can use to teach their subject remotely

The role of the SENCo:

Alongside any teaching responsibilities, the SENCo is responsible for the following:

- To ensure that children with an EHCP or identified additional needs have appropriate provision for remote learning.
- Liaising with parents of SEND children to ensure they are supported in remote learning
- Supporting teachers to ensure SEND children have appropriate learning opportunities when remote learning
- To monitor the remote work set by teachers

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for the following:

- Coordinating the remote learning approach across the school by ensuring all staff are aware of and are implementing the school's policies
- Monitoring the effectiveness of remote learning through access to Google Classroom, pupil interaction and feedback from families
- Monitoring the security of remote learning systems, including data protection and safeguarding matters

Designated Safeguarding Lead

The DSL (and the deputies in her absence) is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns
- Ensure regular contact with vulnerable families, those with a social worker, children with EHCP etc.
- Monitoring all activities on Google Classroom, including those that may raise safeguarding concerns

School Technician

The school technician is responsible for:

- Fixing issues with systems used to set and collect work
- Ensuring that staff and pupils have workable access to hardware such as laptops, Chromebooks, iPads etc.
- Helping staff and parents with any technical issues that they may experience, including accessing the internet
- Review the security of remote learning systems and flag any data protection concerns/breaches to the headteacher

The role of pupils:

Staff can expect pupils learning remotely to:

- Be available for a.m. registration and at the end of the day for Read Aloud
- Be contactable during the school day
- Dress modestly for live lessons

- Follow teacher instructions on entering and during the live sessions which includes, but is not limited to, the following:
 - Mute microphones
 - Keep cameras on
 - Use the “raise hand” tool to participate in the learning or to ask a question
 - Engage and participate throughout the sessions
 - Complete tasks set by the teacher adhering to any deadlines where possible
 - Use standard English in all work submitted (i.e. avoid use of slang or “text speak”
 - Seek help when needed from teachers and other members of staff
 - Use chat and post functions for purposeful educational requirements
 - Follow online safety protocols when using google classroom
 - Use language that is respectful when talking to teachers and peers
 - Be considerate and respectful of others
 - Refrain from being verbally abusive or posting inappropriate or derogatory messages in the learning chat

Note: all chats and posts are monitored and any inappropriate use will result in access to disciplinary action.

The role of parents:

Parent/carers are asked to support the school by ensuring that:

- Only pupils invited should access the lessons (younger children can be supported by a parent/carer or older sibling)
- Children are appropriately dressed whilst on the learning platform
- Pupils attend remote learning – attendance expectations are the same as attending school
- Parents refrain from joining in the lesson or giving their comments other than in a private chat or email to the class teacher
- Children are provided with an area that is as quiet as possible, removing distractions
- Parents encourage and support their child to complete the work independently
- An open pathway of communication between school and home is fostered
- They are respectful; when making complaints or concerns known to staff
- They refrain from using or displaying any inappropriate behaviour or language, including disrespectful or offensive language, comments that can be deemed racist, sexist, homophobic, abusive or derogatory, or the displaying of inappropriate images. Where this occurs, access to Google Classroom will be immediately suspended pending an investigation.

The role of governors:

- Monitoring the school’s approach to providing remote learning to ensure education remains of a high quality

- Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Providing support to the SLT
- Pupil wellbeing
- Staff wellbeing

Guidelines for Teaching and Learning

Parents/Carers/Pupils will:

- Log in to their Google Classroom account in order for teachers to communicate virtually, assign materials and track progress
- Utilise Google Classroom to access remote learning materials, which support, complement and consolidate school learning.
- Complete remote learning tasks online, ensuring all tasks are submitted using functions on Google Classroom
- Refer to the parent section on the website for support in using Google Classroom

Staff will:

- Provide online teaching teach day in accordance with the timetable
- Complete introductions and set tasks for children to complete whilst working online
- Provide follow up work and Health & Wellbeing tasks
- Feedback to pupils in response to questions or requests where applicable when working offline

Guidance for Parents

- On the days that your child is engaging with remote learning, plan the day out in advance with your child to help reduce pressure or anxiety
- Not all activities should require direct adult support, therefore plan so that your child can undertake some activities independently in order to ensure you can continue to work at home, if necessary
- It is important to make sure that your child is not working online all day. Factor in time for breaks, lunch, shared activities, time outdoors and fresh air. A variety of different activities such as board games, puzzles or outdoor games can help your child to further develop skills such as problem solving, turn taking, cooperating with others and resilience

Data protection

Accessing personal data

When accessing personal data for remote learning reasons, staff will:

- Connect to the school network using only a school remote desktop connection
- Ensure that no personal data leaves the school premises
- Not use a personal device that shares their personal contact details

- Use year group email addresses to communicate with parents

Processing personal data

Staff members do not need to collect and/or share personal data such as emails, phone numbers as part of the remote learning system.

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 using strong passwords at least 8 characters long, with a combination of upper and lower-case letters, numbers and special characters
- Ensuring the hard drive is encrypted
- Making sure to lock device when unattended
- Not sharing log on with family/friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

The school's Child Protection Policy has been reviewed to reflect the current situation. The safety and wellbeing of pupils and staff are a priority. A My Concern log will be recorded and the DSL will be contacted if there are any concerns regarding any pupil working from home. Children identified as vulnerable will be telephoned at least once during any two-week isolation period.

Monitoring arrangements

This policy will be reviewed by the governing body annually.

Links with other policies

This policy is linked to our:

- Behaviour Policy
- CP & Safeguarding Policy
- Data Policy
- Home School Agreement
- Online Safety Policy