



Respect, Courage, Compassion, Friendship, Trust, Perseverance

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REMOTE LEARNING POLICY

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1. Rationale

At St. John's CE Primary School, we strive to enable all pupils to develop and experience life in all its fullness through high-quality education. We are committed to equality of opportunity and nurturing all in a spirit of Christian love, compassion, and encouragement.

We recognise the challenges our school community faces during the global coronavirus pandemic and the effects on the well-being, learning, and opportunities of our pupils during these unprecedented times. To that end, and driven by our Christian vision for education, we strive to continue high-quality education and pastoral support during periods of remote learning for our pupils.

We recognise that there are different family circumstances and pressures of home education because of school closures and periods of self-isolation, such as:

- Parents working from home while managing the support of home learning
- Parents managing shift patterns, work rotas, and child care
- Parents supporting two or more children of different ages with home learning
- Managing the sharing of devices for work and home learning
- Teachers managing their home/work situation and the home learning of their own children
- Sharing of digital devices
- Limited or no internet access for online learning

When planning our remote learning provision, consideration was made to how we could best meet the needs of all of the parties involved, including the pupils, parents, and teaching staff, while also maintaining high-quality education for all.

2. Aims

The remote learning policy aims to:

- Ensure effective remote learning provision is in place so that all pupils have access to high-quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Provide appropriate guidelines for data protection.
- Ensure safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of

their ability.

Remote learning will apply:

- When the school is closed for an extended period.
- Following an infectious disease outbreak, where POD(s) are required to self-isolate at home but are not suffering from relevant symptoms.

There is no obligation for the school to provide continuity of education to children absent from school, in contravention to school or government guidance. This may apply, for example, if parents choose to take children on holiday during term time. Similarly, this would apply if a child is absent from school, without prior agreement with the school, for example keeping a child off 'as a precaution', against official guidance, in an outbreak of infectious disease.

This policy does not usually apply in the event of short-term school closures (e.g., as a result of inclement weather) or a short-term pupil absence.

This policy will continue to be under review and may be revised as necessary in light of further experience of remote learning and the circumstances around its necessity.

Remote learning for individual children

Where individual pupils need to self-isolate, but most of their class remains in school, how remote education is provided will differ from how whole classes stay at home (refer to Expectations for more information).

3. Roles and responsibilities

The Governing Body:

- Ensuring that the school has robust risk management procedures in place.
- Evaluating the effectiveness of the school's remote learning arrangements.
- Ensuring remote learning systems are appropriately secure for data protection and safeguarding.

The Head Teacher:

- The provision of and day-to-day management of all aspects of the school's work, including remote education.
- Ensuring systems are in place for weekly reviews of the remote learning arrangements and engagement with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in the remote learning policy.
- Arranging any additional staff training that may be required to support effective remote learning.
- Reviewing the school's remote education's effectiveness and communicating any changes to staff, parents, and pupils.
- Ensure that there are arrangements for identifying, evaluating and managing the risks

associated with remote education.

- Work closely with the senior leadership team and designated lead to monitor the quality of provision and ensure that safeguarding is highly effective.

The Designated Safeguarding Lead/s (DSL):

- Working closely with the headteacher on all safeguarding matters.
- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working.
- Ensuring all safeguarding incidents are adequately recorded and reported.

The SENDCo:

- Ensuring that pupils with EHCPs 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 EHCPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the remote learning period.

Office staff:

- Directing first day response.
- Work closely with the head teacher, DSL/s and class teachers to monitor attendance of pupils.
- Ensuring DFE daily register is completed.
- Ensuring that those eligible for free school meals receive their entitlement.
- Ensuring safe and appropriate allocation of school devices and maintaining a log of devices allocated and to which families.
- Liaison with the IT technician to coordinate the frontline response to technical issues for IT support when needed.

Staff members:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet this policy's requirements, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher and DSL as appropriate.
- Reporting any defects on school-owned equipment used for remote learning to the Office Manager.
- Adhering to the Staff Code of Conduct at all times.

4. Remote learning platform and resources

Parents and pupils will receive the daily learning content through the class pages on the school website and Class Dojo pages, systems with which are familiar to our families.

The School website enables parents and children to access teaching and learning resources easily. Teachers will organise resources clearly for each day for ease of use.

ClassDojo is a two-way school communication platform that teachers, children, and families use every day to build close-knit communities by sharing what's being learned at home through photos, videos, portfolios, and messages.

Zoom will also be used for weekly class meets. Zoom is a leading video conferencing software app. It enables staff to interact with children when in-person teaching isn't possible virtually. Zoom will also be used for a weekly class meet.

Each class will have a Zoom meeting at the same time each week to enable families to schedule other commitments and plan for the virtual meeting. The timetable has taken into account other siblings in the school so that the sessions don't clash. The session will last between 15 and 20 minutes. The class teacher will post a Zoom invitation via Class Dojo.

Teachers will upload a pre-recorded video or audio on Class Dojo each morning. The purpose of this is to ensure the expectations for the day's learning are clear and that the children know how to complete the work. New learning may be introduced via a voice-over PowerPoint or a short video lesson, either created by the teacher, the school's subscription to White Rose Maths Hub, or sourced from an appropriate online site such as Oak Academy. Lessons will provide both digital and non-digital learning opportunities.

Teachers will post daily teaching and learning activities each day on the school website's class page and via the Class Dojo page. Parents and children have the flexibility to complete the learning in any order and at a time, within a given day, that fits around other family members' remote learning (such as sharing devices) and parents' work commitments.

When planning our remote education offer, consideration of how we could best meet the needs of all of the parties involved, including the pupils, parents, and teaching staff, while also maintaining high-quality education for all. Parents and pupils can access the remote

learning platforms (school website and Class Dojo) through any device, including smartphones, to increase accessibility for our families.

We audited pupils regarding online access and monitor engagement with remote access. The remote learning plan has been devised to consider that many families will need to share devices. We have several laptops for parents to borrow to support remote learning, where it has been identified that there are no devices to access remote education.

Tasks planned for remote education do not require work to be printed out. The school can also provide mathematics textbooks, a copy of the class novel, and exercise books on request if pupils cannot access remote learning digitally.

All pupils are provided with an exercise book for remote learning in the autumn term, in which to complete the remote learning. Additional packs of exercise books and pencils are available for collection via appointment from school.

A printed copy of the remote learning can also be provided and collected from the school via appointment. Parents can request for printed work to be delivered for pupils in receipt of weekly benefit-related free school meal parcels. Pupils whose parents request paper-based learning will be issued with suitable, age-appropriate packs. We ask the packs are returned to school weekly, unless the family is isolating. This will allow for work to be reviewed and feedback to be given. Calls will be made each week by class teachers if there is no or little interaction online to provide any support needed.

There is no expectation for teachers to teach live online. Live lessons require both a device to be available for a pupil at a specific time of the day. Therefore, live lessons put additional pressure and expectations on families, often juggling working from home, supporting other children of different ages/classes. When studies are supported by video or pre-recorded lessons, families have the flexibility to adapt the class daily timetable to work around the other challenges and demands of being at home during a lockdown or period of self-isolation. Children can also have a level of independence to choose which order they would like to learn.

While there is a lack of proven effectiveness and appropriateness for primary school-aged children to attend live lessons, we will be posting pre-recorded lessons online.

Live lessons require both a device and a greater internet bandwidth that not all families can access, creating a inequality of opportunity. For families with more than one child isolating, there would be an even higher demand for technology availability at a specific time.

Parents and pupils can pause a pre-recorded lesson or listen to it again, allowing children additional time and support if needed to complete a task. Class Dojo also allows the teaching staff to give bespoke verbal or written feedback to help guide the children with

their learning, build on their previous knowledge, and keep them motivated to keep learning from home.

Teachers will post daily teaching and learning activities each day. Parents and children have the flexibility to complete the learning in any order and at a time that fits around other family members' remote education (such as sharing devices) and parents' work commitments.

5. Expectations

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Share a weekly home-learning timetable with families if a 'POD' is sent home to self-isolate for some time.
- Create a class folder on the school website's class page to share with families that contain resources linked to the weekly timetable.
- Deliver a planned, coherent, and well-sequenced curriculum that allows skills to be incrementally built.
- Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and clarifying how regularly teachers will check work.
- 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 equivalent to the core teaching pupils, would receive in school, ideally including daily contact with teachers via Class Dojo.

Remote Learning will follow broadly the same curriculum as we teach when school is fully open, however, some units or objectives may be reordered if these need to be taught during face-to-face lessons. This is because some lessons may require specific equipment or resources (an Art, PE, Design and Technology lesson) and so the curriculum map will be adapted to ensure access to learning for all. The remote learning curriculum will be in-line with face-to-face teaching to ensure consistency and fairness between those working from home and in school.

In line with Department for Education expectations, we will set work that is equivalent to the core teaching pupils would receive in school:

The EYFS teaching teams will aim to provide play-based practical learning opportunities for all children. There will be a priority on early reading, developing phonics knowledge and basic number work. We acknowledge that pupils of this age will need a greater level of support from home in completing some tasks set. The class teacher will aim to provide three inputs a day and associated activities.

As a minimum, we will set work equivalent to three hours per day on average in Key Stage 1 and 4 hours in Key Stage 2.

Registration and engagement

- Daily attendance will be registered on the Class Dojo attendance register. Parents should message the class teacher through class dojo with a simple 'XXXXXX is here and ready to learn' to register their child.
- The class teacher will monitor the daily attendance and engagement with remote learning.
- Engagement will be monitored through the uploading of completed work to the Class Dojo portfolio and messages.
- The class teacher will follow up non-attendance with a Dojo message on the same day.
- The class teacher will also make a weekly phone call, during a scheduled half day to discuss if there is anything that school can do to ensure the child to be present the following day.
- A member of the senior leadership team, will monitor attendance and engagement with set learning weekly and follow up with a telephone call as appropriate.

Inclusion

For many pupils with SEND, the work set may need to be adapted due to the wide range of specific needs some of our pupils have. Teachers will provide remote learning to ensure pupils with SEND continue to make good progress wherever possible if they are not able to be in school.

We recognise that some pupils, may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents to support those pupils in the following ways:

- The school will work with families who find that they need additional support. This may involve additional telephone call with the SENCO, adaptations to the resources or activities or provision of work packs for use at home.
- Tailored, differentiated learning can be assigned to a group of pupils, or an individual pupil via the Class Dojo portfolio. Where necessary, a printed pack of bespoke learning will be provided.
- The school will work with families individually to work out which types of support will work best for them depending on their individual circumstances.

Remote learning for individual pupils

Where individual pupils need to self-isolate but the majority of their class remains in school, how remote education is provided will differ from the approach for whole classes. This is due to the challenges of teaching pupils both at home and in school.

- When the school is fully open and where individual pupils are self-isolating (not a whole class), remote learning can be accessed through the class page on the school website.
- A folder entitled 'self-isolation' will provide a bank of work linked to the half-term's learning. There will be a range of curriculum areas but an increased focus on practicing key skills and learning in mathematics and English.

- Oak Academy resources as well as reading materials accessed through the Oak Academy Virtual Library and the school's subscription to White Rose Maths Hub will be utilised.

6. Submission of work, marking and feedback

Pupils' work will be uploaded to the class portfolio on the Class Dojo app. Children must submit the piece of work that their teacher has indicated for a 'deep mark.' Teachers will give a lighter piece of feedback for other pieces and will acknowledge all pieces by using the 'approval' function for all portfolio submissions. However, not every activity will require work to be submitted.

Exercise books (lined and squared) have been provided for children to complete their work. Work should be photographed and uploaded to the portfolio. Some worksheets can be directly completed on Class Dojo.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research. This will be delivered on the teacher's daily video or audio posted at the start of each day.
- Acknowledge work by using the 'approval' function for all portfolio submissions.
- Each class will have one piece of daily work to submit for 'deep marking'. An example of this can be seen here:

"Well done xxxx, great adjectives to describe your character – I like shimmering and gigantic. Neat handwriting too. 2 dojos."

- Lighter feedback will also include some comments being given to a selection of work uploaded. An example of this can be seen here:

*"Excellent reading skills."
"Thoughtful answers."*

7. Online safety

This section of the policy will be enacted in conjunction with the school's E-Safety Policy and Acceptable Use Policy, Child Protection and Safeguarding Policy and The Child Protection Safeguarding Policy addendum: COVID-19 school closure arrangements for Safeguarding and Child Protection.

All staff and pupils using video/audio communication must:

- Communicate in groups – one-to-one sessions with pupils are not permitted (unless agreed by SLT).

- Wear suitable clothing – this includes others in their household
- Be situated in a suitable ‘public’ living area within the home with an appropriate background. While ‘private’ living areas within the home offer less distractions, such as bedrooms, these are not permitted during video communication.
- We encourage children to have an adult in the room or in the vicinity with them.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video/audio material without permission.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do e.g., sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

<https://www.stjohnscephprimarywaterloo.co.uk/e-safety/>

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

8. Safeguarding

This section of the policy will be enacted in conjunction with the school’s Child Protection and Safeguarding Policy and The Child Protection Safeguarding Policy addendum:
COVID-19 school closure arrangements for Safeguarding and Child Protection

In the event of a school closure, pupils, parents and teachers are reminded that the school's Child Protection and Safeguarding Policies apply to all interactions between pupils and teachers, whether they are at home, in the community or at school.

- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required via an early helper worker or the school's educational welfare officer.
- Phone calls made to parents and carers of vulnerable pupils will be made using school phones where possible or, in the event of working from home, the caller ID will be disabled (parents will be informed of this).
- All pastoral and safeguarding phone calls will be logged and suitably stored.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All members of staff will report any safeguarding concerns to the DSL immediately
- Parents will be encouraged to contact the DSL if they wish to report safeguarding concerns e.g., regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns. Parents should contact the school office if they need to speak to the DSL.

9. Data protection

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

- Be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Have completed annual GDPR training.
- Use secure approved platforms (Sims, CPOMs, Classroom Monitor, Google Suite, Class Dojo, use of the school's remote access through a school designated laptop).
- Make sure the device locks if inactive for a period of time.
- Log out of secure platforms when not in use.
- Use school email addresses.
- Keep passwords secure.
- Any breach of confidentiality will be dealt with in accordance with the school's GDPR Policy.

10. Communication

The school will communicate with parents via letter. Copies of the letters will be posted on the Class Dojo app, sent via email and placed on the school website. Information updates may also be posted using the Class Dojo app.

The headteacher will communicate to staff with regards to remote teaching and learning through email and through staff meetings (via Zoom).

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone during agreed working hours.

Teachers will respond to Class Dojo messages between 9am and 4pm each day.

11. School Day and Absence

Pupils will be present for remote learning from Monday to Friday. Pupils should be registered by 10:30am. The school acknowledges some of the challenges of working from home e.g. early Teams/Zoom work meetings and therefore the registration time allows families to be flexible with the demands of the working day.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via Class Dojo if their child is unwell and unable to take part in a class virtual learning. The school will monitor absence in line with the Attendance Policy.

If a class teacher is unwell:

- If unwell themselves, a teacher will be covered by another staff member for the sharing of activities whenever possible or directed towards another form of remote learning e.g. Oak Academy
- Follow up of messages though class emails during this time may not be undertaken until the teacher is fit to work. However, a member of the SLT will liaise with families if necessary.

12. Monitoring and review

This policy will continue to be under review and may be revised as necessary:

- In line with any updates to government guidance.
- In light of further experience of remote learning and the circumstances around its necessity.

13. Links to other policies and information

- Child Protection and Safeguarding Policy
- Child Protection Safeguarding Policy addendum: COVID-19 school closure arrangements for Safeguarding and Child Protection
- E-Safety and Acceptable Use Policy
- Zoom Policy



- Data Protection Policy
- GDPR Privacy Notices
- Home-School Agreement
- Behaviour Policy
- Staff Code of Conduct
- Remote Education Information for Parents

<https://www.stjohnscephprimarywaterloo.co.uk/covid-19-information/>

