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## Remote Learning Policy

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**Ratified by Governing Body:**  
**Review date: July 2021**

## Introduction

### The aims of this policy:

- To outline procedures and practice for pupils in self-isolation, who are otherwise fit and healthy, to continue with their academic program
- To outline procedures and practice for staff in self-isolation, who are otherwise fit and healthy, to continue with teaching, and setting, marking and feeding back on pupil work as part of a normal academic program
- To outline procedures and practice for staff working from home whilst their bubble/school is isolating

### The DfE has stated their expectations about remote teaching:

- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
  - Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject
  - Provide frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/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's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
  - Avoid an over-reliance on long-term projects or internet research activities

It is important to be aware of the pupils' age and stage as well as any SEND needs and not to over-expect parental help and support

## Use of Class Dojo when bubbles/whole school are isolating

- For pupils the school day will remain from 8:55am until 3:15pm
- Directed time for teachers will be from 830am until 430pm Monday to Friday
- Children will receive a suggested weekly timetable on the first day of learning, the day before if possible, which will detail the timings for the day/week, including break and lunchtimes, the lessons set and what is required in terms of resources
- Children will receive daily work set in advance by the teacher on Class Dojo
- Children will receive a pre-recorded daily video from their teacher each morning to introduce the day ahead
- Teachers will end the day with a story which may be live or pre-recorded
- Live sessions would only take place if the bubble/school **enters longer than a two-week lockdown**
- Live streamed remote learning sessions **would only be held** at pre-arranged times and the content and plan agreed by the Headteacher

- A mixture of set tasks and pre-recorded sessions are the expectation for two week closures, unless staff wish to deliver a live session. In which case, the staff will inform Headteacher in advance and the SLT will be sent the details of the live lesson so that they can drop in as required
- The main element of work will be set as tasks on Dojo for pupils to complete
- Teachers can upload pre-recorded videos up to a maximum of 8 minutes if they wish to, in which they may introduce a topic or teach a concept
- The expectation is that children will submit work completed on that same day although staff are aware this may not always be possible as parents may be working from home/unwell
- Teachers will set work in advance of the day ahead that will cover the normal planning (as much as possible) they already had in place for their class
- Teachers will be contactable and will respond to children's queries and feedback throughout the sessions excluding break times
- Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account
- Teachers will acknowledge work and will adhere to the expectations as set out in our Marking & Feedback Policy. They will use a mixture of amended Dojo stickers to mark work as well as comments
- EYFS staff will comment on one piece of work a day and use Dojo and general comments for other uploaded work as they use different marking strategies
- Parents can message on Dojo for clarity about work and can expect a reply within the directed hours only

## Expectation when an individual child is isolating

- For pupils the school day will remain from 8:55am until 3:15pm
- If the work is for individuals who are at home isolating, it will be **as similar** to the work children in their class are receiving
- Staff will prepare work in case of children isolating during their PPA sessions as a team and agree who will provide the work on a weekly rota
- Children will have work set for their period of absence via Dojo from their class teacher. This will not necessarily include any pre-recorded videos as teachers will also have their fulltime teaching commitments
- Parents can message on Dojo for clarity about work and can expect a reply after 3:15pm when the teacher is no longer in class
- The expectation is that children will submit work completed on that same day although staff are aware this may not always be possible as parents may be working from home/unwell
- Educational resources will be used or shared in line with our existing teaching and learning policies, taking licensing and copyright into account

## **Nursery**

- Will upload a check-in video for children who are isolating to connect with the child

## **Student expectations:**

- Pupils should retain structure to their working day starting by logging-in to Class Dojo by 8.55 am
- Check timetable to ensure arrive to any planned live sessions on time and prepared
- Check Class Dojo to access the posts/resources for each lesson and work through tasks in a timely fashion
- Complete all set work and hand in work to the teacher in the agreed manner e.g. upload, photograph etc.
- Use designated Dojo messaging to communicate with their teachers and ask questions if they do not understand/require help within normal school time hours. They may need to email the teacher as appropriate/if they are having difficulties with the system or for a longer question
- Pupils may need to photograph work of a visual nature and use the Dojo Journal to submit this to teachers
- Deadlines must be met where practically possible
- All interactions on Class Dojo are to be of classroom level type discussions
- If live sessions were to take place (following the guidance in the section above) children would not be required to wear uniform, however, appropriate dress would be expected
- Children would need to their background on screen for live learning sessions or ensure they are sitting in front of a blank background

## **Teachers and support staff are expected to:**

- 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 procedure
- Staff may use their own devices at home as Dojo is a secure site. They must ensure that any pictures or information that becomes stored on their personal devices must be deleted and permanently deleted each day
- Staff must continue to prioritise safeguarding of their pupils and report any concerns immediately to the DSL or DDSL. They must have read the safeguarding addendum during staff meeting on 10.11.2020
- Staff can answer Dojo chats during school hours and during their working day but not beyond 4:30 pm or at the weekend
- Staff must ensure a classroom level of interaction is maintained through use of email and Class Dojo. This is a new experience for the students, and we must guide them in how to behave. Just as in their own physical classroom staff must set out their expectations
- It may be that it is more appropriate for the teacher to set one longer task that covers several shorter lessons (e.g. a task for the whole week). The total set work should reflect the total length of lesson time that is missed

- Staff will deliver a Class Dojo lesson (for appropriate year groups) using school iPads in November to ensure all children know how to access Dojo and upload work whilst still in school
- Teachers will keep in touch with SLT to let them know names of children who may not be engaging
- Heads of Year and Phase Leaders will report any non-attendance or engagement with SLT immediately
- SLT will contact the families to ensure engagement and safeguarding
- All staff will continue to follow the school's safeguarding policy and the school's safeguarding addendum, informing the DSL or DDSL of any concerns immediately
- It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected
- As much as possible, use the usual rewards and sanctions and verbal praise/warnings. Email parents if there are ongoing concerns

**When assisting with remote learning, support staff are responsible for:**

- Creating intervention groups on Class Dojo
- Liaising with class teachers to support planning and resourcing differentiated learning
- Set intervention work in line with children with Provision Support Plans
- LSAs will set up folders for individual children with EHCP's to set work based on the child's targets
- LSAs will complete weekly learning log for their linked child with EHCP. The learning log will be shared with SENDCO and class teacher at the end of each week

**Subject leads:**

- Alongside their teaching responsibilities, subject leads are responsible for monitoring the work teachers set in their subject through communication with Heads of Year/Phase Leaders

## Live session expectations

- Live sessions would only take place if the bubble/school **enters longer than a two-week lockdown**
- Live streamed remote learning sessions **would only be held** at pre-arranged times and the content and plan agreed by the Headteacher
- A mixture of set tasks and pre-recorded sessions are the expectation for two week closures, unless staff wish to deliver a live session. In which case, the staff will inform Headteacher in advance and the SLT will be sent the details of the live lesson so that they can drop in as required
- There is **no expectation** for teachers or support staff to hold live sessions. This would only go ahead if teachers wanted to do this as it would benefit their class
- If live sessions were to go ahead, staff would set expectations such as microphones off and blurred background in any live sessions

- If teachers need to share their screen during a live session they must ensure their desktop is free of any personal information or images before beginning. E.g. no tabs to personal email accounts or social media available in case you share your screen
- Explain what resources will be needed in advance of any live session
- Inform pupils about the expectations of the lessons/session and of pupil behaviour during the session
- Instruct pupils on how to work with, and/or access the resources
- Be clear about when tasks are due
- If holding a live session, staff must check whether they have a stable internet connection, and a properly working camera and microphone. Start their session with instructions on what you expect from pupils in terms of behaviour, e.g. how they may signal that they have a question, and whether they should mute their microphones (possible to enforce by using the mute all button) and turn on or off their webcam at the start of each session
- When sharing your screen, close all sensitive documents or tabs. Check your browser bookmarks and other open applications and furthermore, be aware that you are on camera
- When presenting live, consider there might be some time lag – check regularly with pupils if they are able to follow along, and provide enough time to comment/ask questions when prompted
- Ensure that content shared with pupils is appropriate and accessible to all
- Clarify when the live session has ended, and wait for all pupils to log off/leave the session before the teacher leaves the session
- Pupil's cameras should be off, unless it is of added value to your classes to switch them on. Pupils may always choose to switch them on voluntarily
- Inform pupils in advance of live sessions if they will be recorded and only record sessions if this is of added value to your classes. Pupils may then choose to turn off their webcam if they do not wish to be part of the recording – this should not affect their attendance
- Teachers must secure sensitive data they may use while operating from a remote workplace in line with school GDPR and Safeguarding policies

## Setting work

- Teachers will provide learning for their current class. The amount of work they need to provide is daily Reading, Maths and English lessons plus lessons for foundation subjects each week. Daily phonics lessons will be planned for in EYFS, KS1 and SPAG lessons for KS2
- Teachers will use resources provide by Purple Mash, White Rose Maths, TT Rockstar and Sumdog, as well as other resources identified by school curriculum leaders
- Learning packs can be printed by staff who are on site, ready for parents to collect if they have no technology or do not wish to use technology provided by the school
- Teachers will outline the work daily via their Class Dojo activity page
- Providing feedback on work – pupils can upload work to their class teachers via Class Dojo. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate

## Keeping in touch with pupils who aren't in school and their parents

- In the case of a national or local lockdown, teachers will call pupils/parents at least every 3 weeks. Any concerns should be recorded and Headteacher alerted
- In the event of a self/class bubble isolation, communication will be via Class Dojo. If there has been no communication from either a parent or child by day 2 of a lockdown/self-isolation period starting, school attendance officer or SLT member will call parents/pupils
- Vulnerable pupils will be called weekly - CP/EHCP/identified pupils, this will be done by SENCO/DSL
  - Emails received from parents and pupils are to be checked between 8:55am and 4:30 pm, Mon- Fri. Teachers should respond to pupil/parent emails within 48 hours

## Parents are expected 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
- Ensure their child has sufficiently adequate computer equipment and internet access in order to fully participate in home learning. Any parents who do not are invited to contact the Headteacher or SLT to receive help with this
- Encourage and support their children's work including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible
  - Contact the teacher via Class Dojo message if there are any concerns
  - Parents/carers will support children with accessing the lesson if required
  - Not become involved in any live sessions
  - Any concerns are to be raised via the normal school's complaints procedures and not during a live session
  - Be respectful when making any complaints or concerns known to staff
  - Inform the school if they are unwell/working from home and are unable to support their child's learning
- **Parents are not permitted to record any sessions or distribute any material, photographs, videos or resources to any other parties**

## Data protection:

### Accessing personal data

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

- Teachers are able to access parent contact details via school office. Do not share any details with third parties
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

### **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 characters (e.g. asterisk or currency symbol)
- 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

### **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 staffs have any questions or concerns about remote learning, they should contact the following individuals:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the phase lead then the Head Teacher
- Issues with IT – talk to IT support
- Issues with their own workload or wellbeing – talk to the Head Teacher
- Concerns about data protection – talk to the data protection officer Linda Parr (Office Manager)
- Concerns about safeguarding – talk to the DSL