Remote Learning Policy

Last Update: 1 February 2021
Version: 2.0

Document Control

Changes History

Version	Date	Amended by	Recipients	Purpose
1.0	1.2.21	A Harding	Staff	Updates to practice

Approvals

This policy requires the following approvals:

Governors	HT	Date Approved	Version	Date for Review
	✓	1.2.21	2.0	March 2021

National/Local Policy

This policy is local to Our Lady of the Angels Catholic Primary School.

Position with the Unions

Does the policy require consultation with the National Unions under the recognition agreement? Yes/No

Distribution

This document has been distributed to:

Position	Date	Version
Teaching Staff	1.2.21	1.0

Contents

1. Aims

1.1 This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated in the curriculum, so it is an essential part of the school curriculum, alongside classroom teaching.

2. Roles and responsibilities

2.1 Senior leaders
Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection
- Ensuring that there is continuity in remote learning for all pupils in the event that a class teacher becomes unwell.

2.2. Designated Safeguarding Lead

The DSL continues to be responsible for all safeguarding concerns and ensuring that all safeguarding protocols are adhered to.

2.3 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.30pm on their working days. If teachers 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.

When providing remote learning, teachers are responsible for:
- **Setting work:**
    - Initial Two Day Plan
      For the first two days of remote learning teachers may set a standalone offer for online learning to allow them time to plan remote learning activities that are in line

with current curriculum learning. This will be published on Google Classroom for children in Y1 - Y6 or Tapestry for children in Reception.

The Initial Two Day Plan will provide activities that cover the following:
>English
>Maths
>Reading
>Phonics
>1 or 2 additional activities from the broader curriculum

- Remote Class Learning

After the first two days, the class teacher will provide learning activities that link to the year group curriculum as originally planned for the term although it is recognised that some topics and content are more readily accessed through online learning therefore teachers are able to flex the curriculum as needed. The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching.

For example:

- ensuring pupils receive clear explanations

- supporting growth in confidence with new material through scaffolded practice

- application of new knowledge or skills

- enabling pupils to receive feedback on how to progress

therefore all lessons **must** include these important pedagogical components.

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

The amount of remote education provided should be, as a minimum:

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

Activities provided will reflect the school daily timetable and must include:

Subject	Explanation/Instruction/Modelling/Questioning	Practice/Application
Phonics	RWI resources	n/a
Maths	White Rose video, Teacher led Loom, Oak Academy	IXL online, White Rose resources, Oak Academy, Power maths slides
Writing	Teacher led Loom, Oak Academy,	Teacher made resources
Spelling	RWI programme, Oak Academy, Teacher led dictation,	Starspell online Twinkl Sheets RWI programme
Reading (KS2)	Google Slides	Google Slides
Access to reading materials	Oxford Owl, Accelerated Reader resources, School library	n/a
PE	Joe Wicks, YouTube, Oak Academy, GoNoodle (KS1)	n/a
Class Novel	Teacher led Loom	n/a
Science	Teacher led Loom	Twinkl resources,
RE	Come and See/God Matters Teacher led Loom	Teacher made resources
PSHE	Life to the Full	n/a
Computing	Teacher led Loom, Oak Academy, Kapow video	Various online
History/Geography	Teacher led Loom, Oak Academy,	Teacher made resources or included in Oak Academy
Art/DT	Teacher led Loom, Kapow video, Oak Academy, Youtube	None required
Music	Teacher led Loom, Charanga Oak Academy	None required
MFL	https://www.french-games.net/	https://www.french-games.net/

Teachers will provide parents and pupils with a weekly timetable to accompany the work already set on Google Classroom. Published on a weekly basis the schedule will provide an outline of the lessons for that week to support parents to track their child's learning. The tables below outline the minimum requirement for each key stage.

KS1

Mon	Class zoom	Phonics	Maths	Writing	Science or Computing	Daily exercise for mind and body	Starspell/ IXL
Tues	Class novel	Phonics	Maths	Writing	PSHE	Daily exercise for mind and body	Starspell/ IXL
Wed	Class zoom	Phonics	Maths	Writing	History/ Geography	Daily exercise for mind and body	Starspell/ IXL
Thurs	Class novel	Phonics	Maths	Writing	RE	Daily exercise for mind and body	Starspell/ IXL
Fri	Class zoom	Phonics	Maths	Writing	Music/Art/ DT	Daily exercise for mind and body	Starspell/ IXL

KS2

Mon	Class zoom	Reading	Maths	Writing	Science	Computing	Starspell/ IXL
Tues	Class novel	Reading	Maths	Writing	RE	PE	Starspell/ IXL
Wed	Class zoom	Reading	Maths	Writing	PSHE	Music/MFL	Starspell/ IXL
Thurs	Class novel	Reading	Maths	Writing	RE	PE	Starspell/ IXL
Fri	Class zoom	Spelling Lesson	Maths	Writing	Geography /History	Art/DT	Starspell/ IXL

Where requested, teachers will provide resources to support remote learning. E.g hard copies of learning tasks/activities and other resources such as exercise books, mini whiteboard and pen, word mats/number squares.

As a last resort, teachers will also assemble paper learning packs to provide home learning for children who cannot access online learning. **All other options should be explored before offering these**. Whilst paper packs are the preferred option for some parents, we recognise that this learning support is not as effective at delivering new topics and concepts and therefore this option is only deployed as a very last resort.

If a child has special educational needs and has specific learning interventions and support in school, we will aim to continue this provision in an adapted form online or on paper as required.

- Feedback

  Work by children can either be completed online, photographed and uploaded or directly uploaded to Google Classroom or Tapestry.

  All work will be acknowledged and responded to in writing or by audio by the class teacher.

  Teachers can nominate as many pupils as they wish to receive a Remote Learning Award each week.   These will be posted to children working at home.

- Keeping in touch

  Class teachers will provide three opportunities per week for a live meeting. Activities will include check-in, assemblies, retrieval quizzes and fun activities.

  Class teachers will also make regular phone calls home, on at least a fortnightly basis, to check on the child's well being and progress with remote learning. A summary of these calls, including any concerns should be recorded on CPOMS and the HT alerted. They should also be logged on the Remote Learning Engagement Tracking Sheet along with a weekly grade of their engagement.

  Teachers should respond to emails from parents within 48 hours. They are not required to respond outside of normal school hours (8.30pm - 4pm).

- Engagement of pupils

  It is of paramount importance that all pupils engage with remote learning. Teachers are expected to use their best endeavours to ensure that as many children engage as possible.   Teachers should also complete a weekly report to the Multi-Academy Trust in respect of the quality of the engagement of the pupils in their class.

2.4 Teaching Assistants
When assisting with remote learning, teaching assistants must be available during their normal working hours.
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.

When assisting with remote learning, teaching assistants are responsible for:
> Supporting pupils who aren't in school with learning remotely –
> - When requested by Head Teacher/SENCO
> - Liaising with class teachers to support planning and resourcing differentiated learning

2.4 Pupils and Parents
Staff can expect pupils learning remotely to:

- Be contactable during the school day – although we do not expect children to

always be in front of a device
- Complete work to the deadline set by teachers
- Upload work or upload photo of work onto Google Classroom by the end of each day Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Join class story time via Google Meet at a pre-scheduled time where a link to the virtual session is provided.

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
- Be respectful when making any complaints or concerns known to staff

2.5 Governors
The local 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

3. 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 subject leader, SENCO or the Head Teacher
- Issues with IT – talk to office staff or IT leader
- Issues with their own workload or wellbeing – talk to the Head Teacher
- Concerns about data protection – talk to the Head Teacher
- Concerns about safeguarding – talk to the DSL

4. Safeguarding

Please refer to Child Protection and Safeguarding Policy. Torbay Local Authority also expects schools to Risk Assess vulnerable pupils and report weekly to the LA on their attendance at school (if open for Key Worker and Vulnerable Children) and whether weekly contact has been made. Teachers will also check in with all families regularly and report any concerns in the usual way.

Online Safety
- Please refer to the Acceptable User Agreement with regard to Live Learning sessions.
- YouTube videos should not be posted directly onto Google Classroom/Tapestry as we do not support this platform for children. Instead teachers should generate a link via Safeshare.tv.

- The school website contains a number of links and videos to support parents to ensure that their children are safe online.

5. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, teachers will:

- be able to access parent contact details via school office using a secure password
- not share any details with third parties.

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