Manor Primary School
Remote Learning Policy

Approved by Governors: January 2022

To be reviewed: January 2024

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

Flexibility of Learning

We realise that the circumstances that cause our school to close or of a family having to self-isolate will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:-

- parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- teachers may be juggling teaching a class in school while managing remote learning;
- systems may not always function as they should.

An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success. All learning that is pre-recorded will be available to view at any time. This will also support the learners at home who can re watch lessons/modelling to support their on-going learning. School has a limited supply of devices that can be loaned out to families where needed.

Often, it is necessary to operate more flexibly, for example to accommodate contexts where pupils are having to share a single device within the home, meaning that access to recorded lessons is also needed. However, frequent contact between pupils and teachers is crucial. This contact may, for example, be through presence in a remotely delivered lesson, questioning, feedback, or some other form of on or offline exchange about schoolwork. (DFE 2020)

Levels of remote learning

As a school, we are mindful that there will be different levels of remote learning required during the academic year for children who are required to stay at home but are well enough to do school work. Some examples of these include (in no particular order):

1. A child or a small group of asymptomatic children test positive and are asked to isolate at home.

2. A child has been on holiday and on return needs to quarantine (Government led)

3. A partial school closure due to a number of positive COVID-19 cases confirmed

4. A Local Lockdown

5. A National Lockdown

6. Other non-Covid related absence at the discretion of the headteacher. This may include times of school closure due to bad weather, burst pipes etc. It may also include rare occasions when a child is well but cannot attend school for a period of time and the absence is authorised.

The above scenarios will lead to different responses from school. These can be broadly grouped into:

Scenario A – individual children or small numbers of children from a class at home while the majority are still in school.

In this scenario, the teacher will be working full time already in planning, preparing, assessing and delivering learning to a class in school. Providing remote learning on top of this must be recognised as a significant extra work load and has to be carefully managed. As a result, the level of expectation placed on the standards of home learning are lower than for scenario B below. This should be for a relatively short time frame with return to school possible after negative tests.

Scenario B –Majority of children from class at home (e.g. lockdown or bubble closure) with vulnerable and 'essential worker' children in school.

In this scenario there would be some children in school but these would be catered for and supported through rotation of staff including teaching assistants and the level of expectation placed on teachers for delivering face to face learning for these children in school would be reduced to allow them to cater for the majority who are at home. This would mean that the focus and expectation of home learning provision would be higher including live and pre-recorded lessons. This is likely to be for a relatively longer time period of several weeks or more.

It may be that scenarios that don't neatly fall into either A or B above occur. In any case the school leadership would endeavour to maintain the highest possible standards of provision whilst safeguarding pupils and staff welfare.

Expectations for Remote Learning

Remote learning is the responsibility of the class teacher supported by teaching assistants.

Scenario A

First 24 hours

- Teachers will often get to hear about a child's absence part way through their day when they are teaching. At the earliest opportunity they should set some work for the child to do. Sometimes this may have to be after school or even the next morning.
- This may be a generic activity that is straight forward to send quickly. This CAN be linked to topics and work in school but DOESN'T have to be. E.g. could be "Do 2 pieces off your homework menu" or "have a go at this booklet of work", "Read your book and draw a picture of the main character".
- By default, work should be set on Google Classroom wherever possible. Where there are difficulties with this e.g. parents unable to access this despite guidance and support, other methods to send work will be explored e.g. email, website or paper copies to be picked up from school.

Remaining period of remote learning

- Work will be set daily on Google Classroom. Teachers will aim to set this work after school ready for the following morning. This will match the objectives and content of the work being done in school as closely as possible to avoid any gaps in learning. However, this is not always possible for home learning and for SEN children or KS1/EYFS open ended tasks and work to keep children engaged in learning is more important. This can be using their reading books, homework menu or general tasks e.g. practising high frequency words. The time expectations will also roughly match the school day and class timetable.
- A teaching assistant will be assigned to support home learners and will check Google Classroom and emails for messages approximately every hour during the school day. They will help pupils or relay messages to the teacher as appropriate.

Table showing an example of daily expectation of work set in scenario A

	EYFS	Y1/2	Y3/4	Y5/6
maths	White Rose Maths videos and worksheets with answer sheet for parent or self marking	White Rose Maths videos and worksheets with answer sheet for parent or self marking	White Rose Maths videos and worksheets with answer sheet for parent or self marking	White Rose Maths videos and worksheets with answer sheet for parent or self marking
Reading (including phonics)	Daily reading of current reading book with adult and practice phonemes in sound book	Daily responding to reading activity - open ended task. Phonics video from DFE	A range of reading tasks based around the class text (1 day reading the text, 1 day focusing on vocabulary, 1 day working on comprehension).	vocabulary PowerPoint as used in class Text given to children or link of it on YouTube being read. Differentiated questions on a Thursday posted with children choosing their level
Writing (including spelling and grammar)	One piece of free writing over the absence period.	Weekly or daily writing task - open ended. Spelling of common exception words with a bank of spelling activities to choose from.	Stand-alone daily writing tasks e.g. diary writing, writing from a stimulus, continuing traditional tales.	Children receive the PowerPoint used in school to build sentence stacks. This follows what we are doing in school each day
Topic (foundation subjects)	One drawing or model relating to the topic or text over the absence.	An activity that links to our current topic of work - Oak Academy if suitable.	Foundation subject activities to complete alongside a PowerPoint if possible. Oak Academy lesson otherwise.	As much as possible children receive the PowerPoint and tasks children are completing in school – this is the case for history and science – music, art and French etc may be Oak Academy

Scenario B

First 24 hours

Dependent on the notice given before moving to online learning this 24 hour period is likely to be similar to that for Scenario A (see above), where simplified generic consolidation activities are sent out before planning for longer term

home learning. If there is a chance to prepare with more notice then there will be an aim to support the transition to using Google Classroom at home then lessons will start that match the class timetable and delivery of curriculum as closely as possible. Teachers will set a timetable for remote learning for the week as soon as practical.

Remaining period of remote learning

When providing remote learning in scenario A, teachers must be available within the hours of the school day.

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.

Table showing an example of daily expectation of work set in scenario B

	EYFS*	Y1/2	Y3/4	Y5/6
maths	10 minute maths lesson; optional White Rose video and worksheet	White Rose Maths videos and worksheets with answer sheet for parent or self marking. Live lessons or drop in may also be offered for tricky concepts.	White Rose Maths videos and worksheets with answer sheet for parent or self marking. Live lessons or drop in may also be offered for tricky concepts.	White Rose Maths videos or live lesson – alternated by year group. worksheets with answer sheet for parent or self marking with a help chat available throughout the day to help.
Reading (including phonics)	Story time recorded or live with teacher/TA. 10 minute phonics lesson with optional video and worksheet.	Daily phonics lesson for year 1. Whole Class Reading live lesson once a week with follow on comprehension task.	Live or pre-recorded reading lesson with follow up activity daily. (similar structure to Year 5/6)	Continue with the normal 5 day cycle of reading lessons via live lessons. Monday – vocab lesson live using ppt shared on screen Tuesday – children hear teacher read or use a YouTube link of the author reading the chapter etc Wednesday – children read the text to teacher in small groups organised on google classroom Thursday – Children answer questions set to them on google classroom Friday -Newsround reading/ interest reading
Writing (including spelling and grammar)	Alternate days writing challenge linked to focus topic or text.	Live or pre-recorded lesson with follow up activity. Daily spelling lesson live, pre-recorded or follow up activity from the day before.	Live or pre-recorded lesson with follow up activity.	Live or pre-recorded lesson with follow up activity.

Topic (foundation subjects)	Alternate days challenge (e.g. drawing, craft) linked to focus topic or text.	Powerpoint, video link, website, Oak academy lesson etc as input. Follow up activity.	Powerpoint, video link, website, Oak academy lesson etc as input. Follow up activity.	Powerpoint, video link, website, Oak academy lesson etc as input. Follow up activity.

*EYFS expectations will vary depending on the time of year. In the first half term there will be a gradual build up to the above expectations as appropriate.

> Setting work:

- Class teachers will ensure that any child in their class who is unable to attend school due to COVID-19 will have access to remote learning.

- Class teachers will ensure that the amount of work provided will be equivalent to what the child/children would cover if they were in class and covers the learning intentions to be covered in the long and medium term plans.

- Class teachers will ensure that work will be uploaded onto the school learning platform (Google Classroom). In some exceptional cases, work may be loaded onto the school website, emailed or even printed where Google Classroom has proven impossible for parents.

- Class teachers will assign books on 'Rising Stars' weekly for EYFS/KS1 and when required for KS2 (depending on length of text).

- Teachers will provide learning opportunities which cover the skills within the National/Foundation Stage Curriculum.

- Teachers will upload termly Knowledge Organisers and Curriculum Maps onto the class webpage for reference.

- On a daily basis, each year group will provide either a pre-recorded or live interactive lesson for reading, writing and Maths (and/or phonics in EYFS and KS1).

- All other lessons will use introductions from sources such as The Oak Academy or other suitable resources including PowerPoint presentations and/or worksheets and/or web links to support a child's learning

> Marking and feedback:

- Each day, a child will normally be expected to upload 2 completed pieces of work to the learning platform (Google Classroom or Purple Mash). The class teacher will indicate on the planning, which work this needs to be and where it should be saved.

- The class teacher (with some support from Teaching Assistants where appropriate) will mark the two uploaded pieces of work with a positive comment and a development task.

- If a child wishes to upload any more than the 2 pieces of work indicated during the same day, they can do so and these will, where possible, be given a positive comment by the child's class teacher or teaching assistant.

- Feedback from the 2 indicated pieces of work should be given within 24 hours of receipt

- The main reason for class teachers to not set remote learning or provide feedback on work is due to personal illness. If this is the case, SLT will communicate the issue to parents then take over sending work to that class using the prepared crib sheet in the planning book.

> Keeping in touch with pupils who aren't in school:

o Once a week, school will be required to phone any child, who has not been part of live lessons or interaction with staff, for a well-being check

- A weekly phone call will last no longer than 5-10 minutes.

- If a teacher has concerns about the amount of remote learning a child is completing at home, this will be discussed with the pupil and /or parents.

- Unless the class teacher is isolating and not in school due to lockdown guidelines, the phone call should be completed in school and on the school landline.

- If a teacher is at home isolating or due to local/national lockdown, in the first instance, a school mobile is used to call. If this is not possible and a teacher rings from their own mobile phone or a personal landline, the number needs to be withheld.

- When a teacher makes a call, they must log that the call has been made and any key information. A generic log sheet will be provided, and this log needs to be uploaded onto the staff shared folder on a weekly basis.

- Any safeguarding concerns MUST be reported to the DSL or Deputy DSL immediately and logged by the class teacher.

- If a call is made and there is no answer, a message must be left if this facility is available.

- To ensure communication, class teachers need to ring each child twice if there is no answer on the initial phone call. This needs to be logged.

- All phone calls will be made between the hours of 8.15am and 6pm, Monday to Friday

> Keeping in touch with parents/carers of pupils who aren't in school:

- Keeping in touch phone call for pupils are not to be used for parental enquires or concerns

- If parents wish to speak to the class teacher with an enquiry or concern, they will need to email the class teacher. School will endeavour to provide a response within 48 hours of the email being sent (Monday – Friday only)

- Any responses from class teachers or other staff in school (if required) will only take place between the hours of 8.15am – 6pm, Monday - Friday

> Attending virtual meetings/lessons and pre-recorded lessons:

- When attending virtual meetings/lessons or recording lessons, suitable school clothes must be worn by all (staff and pupils).

- Parents are politely asked not to sit with their child/ren during the live lessons and to be respectful of all participants (pupils and staff)

- Teachers must be mindful of their location taking into account background noise and back drops.

- Where possible, pre-recorded lessons and meetings will be recorded/take place in school.

3.2 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.

If some pupils are not in school due to COVID-19, teaching assistants:

> Will continue to support pupils who are in school

o   They will continue to plan for intervention groups and deliver these to children identified by the class teacher (this may be remotely if their pupil is isolating at home)

If the pupils in the year group they are currently supporting are not in school due to COVID-19 teaching assistants:

> Will continue to supporting pupils who are in school

o   They will be allocated to another year group and support pupils in this year group, providing intervention

If there is a national or local lockdown and school is closed to all pupils due to COVID-19, teaching assistants:

> Will support teachers in planning aspects of the curriculum, help teachers in providing feedback to children and give support to SEND children or intervention groups they had been working with via Google Classroom.

3.3 Subject leads, SENDco

Alongside their teaching responsibilities, subject leaders are responsible for:

> Monitoring what is being delivered, via remote learning, in their subject.

> Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

> Alerting teachers to resources they can use to teach their subject remotely

If a child with Special Educational Needs is not in school due to COVID-19, alongside their teaching responsibilities the SENco will:

> Monitor what is being delivered, via remote learning, for children with Special Educational Needs.

> Work alongside class teachers to ensure remote learning provided for children with Special Education Needs is appropriate.

> Provide SEND focused phone calls with parents/carers to support them with remote learning where appropriate.

3.4 Senior leaders

Leaders are responsible for:

> Co-ordinating the remote learning approach ensuring that the remote learning is effective in supporting children's learning and teacher's/staff are adhering to this policy

> Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders (virtually if necessary), 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 through discussion with class teachers

> Allocating devices for families who are without laptops so pupils can continue their learning.

3.5 Designated safeguarding lead

The DSL is responsible for:

Please refer to the school's Safeguarding policy.

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although consider they may not always be in front of a device the entire time

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers and/or teaching assistants.

> Alert teachers if they're not able to complete work. Parents will need to do this via the teacher's email or children may use feedback facilities in Google Classroom

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 via the teacher's email in the first instance

> Be respectful when communicating to staff and during live lessons.

3.7 Governing body

The governing body is responsible for:

> Working alongside school and its Senior Leaders to ensure that the remote learning is successful.

> Ensuring that they have a full understanding of this policy and systems which have been put in place for remote learning

> Ensuring that staff wellbeing and work life balance is appropriate and staff feel fully supported by the Governing body

> Ensuring that parental concerns and complaints follow the correct procedures

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

> Teachers will always use school accounts for emails and school devices for accessing SIMS.

> The Google Classroom platform will be accessed by children and staff only and account details will not be shared.

4.2 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

> If using personal devices to ensure work account and private accounts have separate log ins.

> Installing antivirus and anti-spyware software

> Keeping operating systems up to date – always install the latest updates

5. Monitoring arrangements

This policy will be reviewed every 2 years unless there are new circumstances that makes a review necessary sooner.

6. Links with other policies

This policy is linked to our:

> Safeguarding

> Behaviour policy

> Online safety policy