



Abbots Ripton Church of England Primary School

# Remote Learning Policy

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(Using a model template from the LA on 7<sup>th</sup> October 2020)

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**Review date:** October 2021

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***Together with God's help we: Grow in Faith, Learn for Life and Achieve our best***

## 1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents/carers and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

## 2. Who is this policy applicable to?

- Children who are absent because they, or a member of their household, are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Children who are not attending school as the whole school is closed due to national or local restrictions.

## 3. Resources

Resources to deliver this Remote Education Plan include:

- Our online learning platform, STARz.
- Subscriptions to Mathletics (Years 1 to 6), TTRockstars (Year 2 to 6) and SPaG.com for Years 2 to 6.
- STARz Guide for parents with full instructions on logging in etc.
- Use of video (recorded via staff laptops) for direct class messages and reading the class story, **uploaded to STARZ and/or the school's YouTube channel.**
- Ipad/laptops loaned to families who have completed our 'Access to technology' questionnaire stating that they have limited or no access to technology **or technology is being shared.**

#### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning.
- Pupils will study a broad range of subjects, including English and Maths each day and 1 lesson per week of each Science, History and/or Geography (depending on the current theme being taught in school), Religious Education, Art and/or DT (depending on the current theme being taught in school) , IT, Music and PE. The PE may be delivered as short daily physical activity.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school.
- Activities will be varied and not solely consist of 'screen time'; for example some learning will involve the children being creative by building and making or may involve using their garden space. Some learning will also involve listening and not necessarily looking at a screen for example hearing stories.
- Teachers will have access to a wide variety of resources to share remotely including from the following:
  - [Oak Academy](#)
  - [STEM Learning at home](#)
  - [BBC Bitesize](#)
- Resources will be quality assured by senior leaders, who will monitor what is uploaded as well as what the children are accessing.
- Staff will have the training they need to provide online learning safely, including our guidance document and access to reporting concerns electronically to the DSL.
- All pupils will have access to the resources they need to learn. We will ensure this by using the results of the 'Access to technology' questionnaire to ascertain who needs to be supported with technology. In addition to this, parents will be asked to let school know if they have any concerns about further resources for example we have provided pencils, rulers and exercise books. A small number of parents, particularly of our younger children, have

already informed us that their preference is for paper based learning packs. Staff will be released to prepare these in the event that they are needed.

- Teachers will communicate the purpose of activities and their success criteria for pupils, by giving instructions on the home page of the class STARz platform. For some children, e.g. some of our SEND children, these instructions are emailed directly to parents as the learning is individualised.
- Occasionally, pupils will access remote learning resources through their STARz account as part of in-school delivery, so that they become used to these ways of working.
- **During whole school closure, the children of critical workers and vulnerable children attending school, will access their learning via STARz. For the younger children, adults will deliver this learning but it will be directly linked to the learning on the STARz page being accessed by those at home.**
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by communicating directly with parents about expectations and what is achievable for them.
- COVID catch-up funding will be used effectively to offer staff training on the use of technology as needed as well as releasing teachers to ensure that remote learning is aligned to class learning.
- Staff workload will be managed by using staff meeting time to support with uploading learning activities as well as additional PPA time for teachers with significant numbers of pupils who are learning from home. This is particularly important as time will be needed to feedback on learning to individual children.
- Leaders will measure engagement in remote learning through regular monitoring and use this information to review provision and make changes as necessary.

## **5. Working with Parents**

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use our online learning platform, STARz and this guide is emailed to parents when they inform us that their child will be absent. Our overview of Home Learning including this guide and a link to STARz are also available on our school [website](#).

Resources will be shared with pupils and parents via STARz and by direct emails to parents and children. Children's email accounts are accessed through STARz.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible and sample timetables have been uploaded to the class pages on STARz so that children and parents have a suggested overview of learning each day.

Should parents be unable to access online work for any reason, they should contact the school office so that other arrangements can be made with the class teacher.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Parents have also received reminders about this and the [E-safety tab](#) our website has a vast range of support material and links for parents.

## 6. Roles and responsibilities

### Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Monitoring the effectiveness of remote learning, including through questionnaires and directly monitoring the outcomes for pupils
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### Teachers

When providing remote learning for whole bubbles, teachers must be available between 8:40am and 3:30pm. If providing remote learning for a handful of pupils, teachers will be online in STARz twice each day to give feedback to pupils.

Teachers unable to work for any reason during this time should inform the Headteacher so that an alternative member of staff can monitor the learning and engage with pupils.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Adapting schemes of learning
  - Setting learning for the pupils in their classes
  - The learning set should follow the usual timetable for the class had they been in school, wherever possible
  - Teachers will set learning using the STARz online platform
  - Daily English (including guided reading, spelling/phonics) and mathematics work.
  - A range of other subject areas x5 sessions each week for the children to compete in any order that they wish. This gives the flexibility to complete the most appropriate activity at the most appropriate time.

- Ensuring that there is learning to fulfil the following minimum requirements; Key Stage 1: 3 hours a day on average across the cohort, with less for younger children; Key Stage 2: 4 hours a day.
- Providing feedback on learning:
  - English and mathematics work each day, personalised for individual pupils
  - Work in other subjects as they are completed, but an acknowledgement comment may be used and marked as complete within STARz
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make contact via feedback on learning through STARz each day.
  - If there is a concern around the level of a pupil's engagement, the teacher should inform the Headteacher and a decision will be made about who will make contact, initially by email and if needed by telephone. The Headteacher will keep a record of which families are contacted, the reason and the parent's response.
  - Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account.
  - Teachers should check STARz messages from pupils at least once in the morning and once in the afternoon and should respond within 24 hours.
  - Parent email contact should be made through the office email however some parents (particularly of the younger children) will use the pupil email in STARz to communicate with teachers. Teachers should monitor this and if it becomes too onerous, should inform the Headteacher. If it is simply to clarify something or to give feedback on learning, teachers should reply and acknowledge this within 24 hours.
  - If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Headteacher.
  - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.
  - Any complaints or concerns shared by parents or pupils should be reported to the Headteacher; for any safeguarding concerns, refer immediately to the DSL.
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence.
  - Obtain a test if they have symptoms and share the result of it with school so that appropriate plans can be made. If there is any

difficulty in accessing a test, the Headteacher should be informed immediately so that a test can be requested through the employer portal.

- If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

## **Teaching Assistants**

Teaching assistants must be available during their usual working hours. If they 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.

During the school day, teaching assistants must complete tasks as directed by a senior leader in the first instance. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities.

## **Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

## **The SENCO**

- 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 EHC plans.
- Identifying the level of support required by pupils.

## **The Office Manager**

- If parents email school to inform us of absence, this is acknowledged using the template email which also reminds parents about how to access remote learning and the guide to this is attached to this acknowledgment email.
- Teachers of pupils who are absent are informed of absence.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day

- Complete work to the deadline set by teachers
- Seek support if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable on the home page
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via [Oxford Owl](#)
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by emailing [office@abbotsripton.cambs.sch.uk](mailto:office@abbotsripton.cambs.sch.uk)
- Be respectful when raising any concerns with staff

### **Governing Body**

The 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

### **7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to the Headteacher if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

### **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring that any external devices such as memory sticks are encrypted, so that if they are lost or stolen the files cannot be accessed
- Making sure the device locks automatically if left inactive for a period of time



- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to the DSL. If staff are unable to contact the DSL and it is an urgent matter, the Deputy DSL must be contacted. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

## **10. Expectations of staff during online meetings**

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background
- Confidentiality

## **11. Links with other policies**

This policy is linked to our:

- Safeguarding
- Positive Behaviour policy
- Data protection policy and privacy notices
- Online safety - acceptable use policy
- Code of Conduct

## **12. Links to additional resources**

- [DfE Guidance on Restricting attendance during the national lockdown](#) pg 46
- [The DfE's remote education good practice guidance](#)



**Ratification of Policy**

**Remote Learning Policy**

Presented to: .....committee

Policy ratified on:.....

**Signed by:**

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....