



**SHIRLEY COMMUNITY PRIMARY SCHOOL  
AND SHIRLEY PRE-SCHOOL**

**REMOTE LEARNING POLICY**

This is a Non-Statutory Policy

|                     |                     |
|---------------------|---------------------|
| Date of Adoption    | 3rd November 2020   |
| Date of Last Review | New Policy          |
| Date of Next Review |                     |
| Committee           | Standards Committee |

## **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 members of the school community with regards to delivering high quality interactive 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 as normal
- 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 and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them, so that this does not become a barrier to them accessing learning or achieving well.

## **2. Who is this policy applicable to?**

- Children who are absent because they 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.

## **3. Resources**

Resources to deliver this Remote Education Plan include:

- Online tools/school subscriptions for EYFS/KS1/KS2. E.g. Bug club, times tables rock stars
- Staff CPD provided to support with uploading online materials
- Information for parents to access remote learning
- Use of video to communicate key areas of learning to children
- Printed learning packs for children who are unable to access online learning
- Books and other physical learning materials to support learning.

The detailed remote learning planning and resources to deliver this policy can be found here:

- Model timetable and structure for remote learning. A weekly timetable is posted for each year group on the school website:

[http://www.shirley.cambs.sch.uk/website/classes\\_1/81450](http://www.shirley.cambs.sch.uk/website/classes_1/81450)

A weekly timetable will explain specific learning tasks, additional resources are also uploaded on the school website. Here is an example of a weekly learning timetable for year 1.



Home Learning Timetable – Year 1

|                | Activity  | Monday  | Tuesday   | Wednesday   | Thursday  | Friday  |
|----------------|---|---|---|---|---|---|
| Before 9.00am  | Eat breakfast<br>Get dressed for the day        | Eat breakfast<br>Get dressed for the day  | Eat breakfast<br>Get dressed for the day  | Eat breakfast<br>Get dressed for the day  | Eat breakfast<br>Get dressed for the day  | Eat breakfast<br>Get dressed for the day  |
| 9.00 to 9.30   | Outdoors fresh air time (in garden if possible) | Suggested activity- collect a leaf and write about it e.g. what colour it is  | Suggested activity- Look outside and identify which trees are losing their leaves or not                    | Suggested activity- create a leaf rubbing using a wax crayon and paper                                      | Suggested activity- carve a pumpkin ready for halloween   | Suggested activity- collect 3-5 leaves and order from smallest to largest                                   |
| 9.30 to 10.30  | English learning task                           | Phase 3 flashcards  | Letter formation practise   | Focus blend wordsearches  | Halloween CVC words phoneme frames  | Halloween colouring   |
| 10.30 to 11.00 | Break time                                      |   |   |   |   |   |
| 11.00 to 12.00 | Maths Learning task                             | Dinosaur subtraction to 10  | Subtraction cards to 10   | Rain-forest subtraction to 20   | Subtraction cards to 20   | Halloween missing numbers   |
| 12.00 to 1.00  | Lunch   |   |   |   |   |   |
| 1.00 to 2.00   | Quiet time/daily practice                       | Reading on Bug club<br>Phonics practice on <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a>   | Reading on Bug club<br>Phonics practice on <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> | Reading on Bug club<br>Phonics practice on <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> | Reading on Bug club<br>Phonics practice on <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> | Reading on Bug club<br>Phonics practice on <a href="http://www.phonicsplay.co.uk">www.phonicsplay.co.uk</a> |
| 2.00 to 3.00   | Learning task 3                                 | Oak academy – seven continents<br><a href="https://classroom.thenationalacademy/units/seven-continents-cf8c">https://classroom.thenationalacademy/units/seven-continents-cf8c</a> | Oak academy – seven continents  | Oak academy – seven continents  | Oak academy – seven continents  | Oak academy – seven continents  |
| 3.00 to 4.00   | Outdoors fresh air time (in garden if possible) | Suggested activity- collect natural objects and create a symmetrical piece of art   | Suggested activity- spot 2d shapes around the garden/in the house   | Suggested activity- play a game of noughts and crosses, use natural resources if you can                    | Suggested activity- create an animal using natural materials  | Suggested activity- fly a kite, see how high it can go  |

- Teacher Code of Conduct for phone calls/live video/recorded video

#### 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. Daily tasks for English, mathematics, will be set plus consolidation of key areas such as spellings and number facts. An additional learning task will be set which will cover a range of subjects, ensuring over the week a range of subjects will be studied.
- 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: art, writing, handwriting, spellings, physical and practical activities, plus completing a variety of outdoor tasks linked to the curriculum.
- Resources will be quality assured by subject and senior leaders, who will review the learning tasks set.

- Staff will have the training they need to provide online learning safely.
- All pupils will have access to the resources they need to learn. We will ensure this by providing learning packs with equipment and exercise books to record. Making sure the school website is up to date.
- Teachers will communicate the purpose of the learning activities and their success criteria for pupils through the weekly timetable.
- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working, by logging onto times tables rock stars/bug club/website to access timetable.
- If the whole year group bubble is self-isolating, the class teachers will plan daily tasks to be delivered to their year group and post messages to the children via video.
- SEND will not be a barrier to accessing the curriculum at home, the school will work in partnership with families. Teachers will email specific resources to support to parents and support staff will contact families to explain tasks to individual children.
- COVID catch-up funding will be used effectively to support children who have had difficulties accessing remote learning.
- Staff workload will be managed across year groups and managed by phase leaders and senior leaders. This will be reviewed regularly to ensure delivery of remote learning is sustainable.
- Leaders will measure engagement in remote learning by monitoring the level of engagement by families. Leaders will 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 access remote learning.

Resources will be shared with pupils and parents via the year group home learning page on the school website.

We would encourage parents to support their children's work, and to establish a routine based around the school day using the weekly timetable timings as a guide.

Should parents be unable to access online work for any reason, they should contact their child's class teacher using the class emails so that other arrangements can be put in place.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home.

## **6. Roles and responsibilities**

### **Senior and subject leaders**

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Lead virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, by reviewing the level of engagement and pitch of the tasks set.
- 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**

Teachers will be provided with the necessary training on how to use the school website, uploading content.

When whole year group bubbles are self-isolating, teachers must be available to provide home learning between 9:00am to 12:00pm and 1:00pm to 3:00pm.

Teachers unable to work for any reason during this time should inform their phase leader and SLT.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes using the daily template.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible.
  - Teachers will set work using the school website. Year 6 will trial setting tasks via Teams from November 2020.
  - Daily English and mathematics work and one other subject
  - Planning and resources will be completed by class teachers and sent to curriculum/phase leaders by Thursday 3:00pm before they are made available to pupils and parents on Monday morning at 8:00am.
- Providing feedback on work:
  - Reading, writing and mathematics work will be acknowledged by the class teacher and a comment will be provided to each child to support them with further learning, addressing misconceptions where appropriate. Detailed comments will be provided once a week in these subject areas.
  - Work in other subjects will be acknowledged by the class teacher and one of these subjects across the week will be marked in detail.
  - The frequency with which teachers will provide feedback is set out as: in depth marking for English, reading, mathematics and one other subject once a week. All

other work will be acknowledged by the class teacher. In depth marking requires the class teacher providing guidance to the child to further improve their learning and supporting with any misconceptions.

- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make weekly contact, via emails or phone calls to check the child is well and able to access the home learning.
  - If there is a concern around the level of a pupil's engagement, the teacher should inform SLT where support to the family can be arranged.
  - 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 or class email account.
  - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents 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 family inclusion officer and SLT.
  - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.
- Teachers will respond promptly to requests for support from families at home, by email or contacting by phone.
  - Any complaints or concerns shared by parents or pupils should be reported to SLT; for any safeguarding concerns, refer immediately to the DSLs.
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence
  - Obtain a test and share the result of it with school so that appropriate plans can be made
  - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual
  - 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 member of the SLT. 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 or Inclusion Leader
- 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 Inclusion team**

The inclusion team will liaise with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans 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 and IHPs
- Identifying the level of support required by pupils

### **The Business Manager**

The business manager will regularly update the Headteacher with:

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

### **IT Technicians**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

### **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 help 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, referring to the weekly learning timetable.
- 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 Bug Club.
- 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 using the class email or by contacting the school office via [office@shirley.cambs.sch.uk](mailto:office@shirley.cambs.sch.uk)
- Be respectful when making any complaints or concerns known to 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 their line manager 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 the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- 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 a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on Thursday 15<sup>th</sup> October.

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

## 11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child protection policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video

This policy will be reviewed \_\_\_\_\_

Date approved by the Governing Body (Standards Committee) 3rd November 2020

Signature of the Chair of the Standards Committee of the Governing body: *Louisa Meynell*