



HOLY TRINITY C E (A) PRIMARY SCHOOL Remote Learning Policy

Vision

We aspire to be a happy, confident and caring community where children are motivated to achieve their full potential in a supportive learning environment, underpinned by a strong Christian ethos.

1 John 4: 16: 'God is love and those who live in love live in God, and God lives in them'.

POLICY	Remote Learning Policy
SOURCE	Holy Trinity CE Primary
REVIEWED BY	Senior Leadership Team; Teaching, Learning & Ethos Committee
ADOPTED	SLT Oct 2020; TLE Nov 2020
REVIEW & APPROVAL DATES	12.10.20 and 06.11.20
REVISION DUE	Autumn 2021 or as required

At Holy Trinity we nurture every child's unique talents to enable them to flourish in a climate of high expectations, innovation and creativity. If children are unable to attend school due to closures, we are committed to providing remote learning opportunities to deliver a coherent range of curricular experiences. The policy outlined here reflects a clear commitment to reinforce skills and give pupils access to learning activities which will meet their needs, building upon prior learning. Whilst it is recognised that families are all coping in different ways with different challenges, there is an expectation that work will be completed by all children.

1. Aims

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 using Google Classroom and/or printed sheets provided for them.
- ❖ Ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.
- ❖ Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

2. Roles and Responsibilities

Senior Leadership Team:

Alongside any teaching responsibilities, senior leaders are responsible for:

- ❖ Coordinating the remote learning approach across the school;
- ❖ Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;
- ❖ Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;
- ❖ Oversee the ongoing wellbeing and CPD of all staff.
- ❖ Liaise with disadvantaged pupils and their families.

Inclusion Manager:

The Inclusion Manager is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure or local lockdown the Inclusion Manager will continue to:

- ❖ Continue to liaise with SEND pupils and their families when they are at home;;
- ❖ Ensure completion of necessary SEND paperwork and/or applications;
- ❖ Support teachers in differentiating work appropriately to meet the needs of SEND children in their class.

Designated Safeguarding Lead:

The DSLs remain responsible for: Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy.

Teachers:

Teachers ideally are 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.

When providing remote learning, teachers are responsible for –

Setting Work on Google Classrooms; children will use this learning platform where they all have the opportunity to engage in learning.

Classroom help centre for further support if required:

<https://support.google.com/edu/classroom/?hl=en#topic=6020277>

Year group teachers will provide lessons and resources for at least three activities per day for their pupils, not including a daily reading session.

- ❖ In KS1 and KS2, an English (either Writing, GPS or phonics) and Maths task will be set each day along with the classes normal timetabled foundation subjects.
- ❖ In EYFS, lessons will be planned across the seven areas of learning and will not necessarily include a daily Maths input.
- ❖ Assignments will be set using Google Classrooms; they will contain enough detail for the pupil to be relatively independent (age dependent). The assignments will include the use of White Rose, Spelling Shed, Spag.com, Times Tables Rockstars, Numbots, Purple Mash, BBC Bitesize and appropriate Oak Academy as well as videos and presentations.
- ❖ Teachers will not assume that a home has access to a printer so assignments will include online worksheets that can be submitted for feedback and packs will be provided for children without printers.
- ❖ To observe and monitor children's learning, provide support and guidance for pupils as well as giving feedback enabling the pupil to progress.
- ❖ To provide Google Meet sessions where the pupil and teacher can interact. This will also include registering the pupils for the day and outlining learning expectations.

- ❖ To differentiate work according to children's needs. (This could be done through eg Mild, Spicy, Hot or 1,2,3 star)
- ❖ To provide blended learning (pre-recorded videos, live teaching, online tasks etc)
- ❖ Teachers will be available online at designated times to answer questions and support with work.

Providing feedback on work:

- ❖ Pupils can upload completed work or photographs, either through a set assignment on Google classrooms or emailed to the year group email address.
- ❖ All work submitted, that has been requested by the teacher, will be acknowledged and praised by the class teacher or another school member, where possible within 48 hours. Feedback will be given on an individual basis using a 3 point system 3- green, 2- amber, 1- red. Feedback comments will be given when appropriate to address any misconceptions. Feedback will be age appropriate. Teachers may provide instant feedback verbally in lessons via Google Meet.
- ❖ Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);

Keeping in touch with pupils who are not in school and their parents –

- ❖ Teachers must inform a member of the SLT if they have not received contact from a child or their parent. We will contact those parents that we do not hear from to check on their welfare and safety. Contact will be made through a telephone call or email from school by a member of the Office staff/ SLT"
- ❖ In the case of a national or local lockdown, teachers will only call pupils/parents if no direct contact has been made through Google classroom, Google Meet or email. Any concerns should be recorded and Head teacher alerted. In the event of a self/class bubble isolation, communication will be via email. If there has been no communication from either a parent or child via by day 3 of lockdown/self-isolation period starting, teacher or SLT member will call parents/pupils on day 4.
- ❖ Emails received from parents and pupils are to be checked on a daily basis, Mon- Fri. Teachers should respond to pupil/parent emails within 48hours.

Attending virtual meetings with staff, parents and pupils:

- ❖ When attending online meetings via video, staff should be dressed appropriately in line with the Staff Code of Conduct policy;
- ❖ Where possible, staff should attend virtual meetings with parents and pupils considering the location used (e.g. avoid areas with background noise, nothing inappropriate in the background).

Learning Support Assistants:

When assisting with remote learning, teaching assistants must be available during their normal contracted 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.

When assisting with remote learning, LSAs are responsible for:

- ❖ Supervising key worker children in school
- ❖ Supporting pupils who aren't in school with learning remotely by taking intervention groups eg times tables, number bonds, spelling
- ❖ Completing online CPD training as directed by the inclusion manager or SLT
- ❖ Liaising with class teachers to support planning and resourcing differentiated learning

- ❖ Attending virtual meetings with colleagues
- ❖ Making resources as directed by the class teachers.

Subject leads:

Alongside their teaching responsibilities, subject leads are responsible for monitoring the work teachers set for their subject half termly during staff meeting directed time and alert colleagues to resources they can use to teach their subject.

Pupils:

Staff can expect pupils learning remotely to:

- ❖ Be dressed appropriately eg no pyjamas or onesies
- ❖ Be contactable during the school day – 9am-3.15pm although they may not always be in front of a device the entire time
- ❖ Be punctual when joining a Google Meet session and registration at the start of the school day
- ❖ Seek help if they need it, from adult(s) at home, teachers or teaching assistants
- ❖ Try their best to complete the activities provided on a daily basis
- ❖ Alert teachers if they're not able to complete work or if they are unable to join the live lesson due to siblings being online
- ❖ Do some reading (or listen to some reading) every day

Parents:

Staff can expect parents with children learning remotely to:

- ❖ Be within earshot of their child when their child is receiving live learning
- ❖ Not disrupt any live lessons through trying to speak to their child or the class teacher
- ❖ Be responsible for their child's behaviour during any Google Meet sessions
- ❖ Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc.
- ❖ Make the school aware if their child is sick or otherwise can't complete work due to shared devices within households
- ❖ Seek help from the school if they need it
- ❖ Be respectful when communicating any concerns known to staff
- ❖ Encourage/support their child in uploading work to Google Classroom or the year group email address.
- ❖ KS2 Children are expected to complete an hour of Maths activities each day. KS1 children are expected to complete 40 minutes per day. If they have completed their set tasks and any extension tasks they could use online activities such as Times Tables Rockstars, Numbots etc

Governing Body:

The Governing Body is responsible, including as advised by the DfE, for:

- ❖ Supporting staff and pupil wellbeing.
- ❖ Checking on the wellbeing of the Headteacher and staff
- ❖ Monitoring the school's delivery of remote learning for pupils.
- ❖ Directing any queries related to online learning by parents to the school via email to office@htprimary.co.uk

3. 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.
- ❖ Follow the school's Safeguarding policy to record any parent contact or concerns about children
- ❖ School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

Sharing personal data

Staff members may need to collect and / or share children's personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends when logged in
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

4. Monitoring arrangements

- ❖ This policy will be reviewed annually and be approved by the Governing Body.

5. Links with other policies

This policy is linked to our:

- ❖ Behaviour policy
- ❖ Safeguarding policy
- ❖ Data protection policy and privacy notices
- ❖ Remote Learning Home-school agreement
- ❖ ICT and internet acceptable use policy
- ❖ Online safety policy