



REMOTE LEARNING POLICY

INTRODUCTION

‘Remote Learning’ refers to the provision of work and teacher support and feedback, from teachers to pupils, in the event that lessons are unable to be delivered ‘face-to-face’ in the classroom.

Situations where this policy may apply include:

- A pupil who has to isolate whilst awaiting test results/medical advice (see Tier 1 Remote Learning)
- A pupil is unable to attend school due to a period of advised self-isolation but who otherwise remain well (see Tier 2 Remote Learning)
- A period of closure of a class/year group due to an outbreak of infectious disease (see Tier 3 Remote Learning)
- An extended period of whole school closure due to an outbreak of infectious disease (see Tier 4 – Whole School Remote Learning)

This policy does not apply in situations such as:

- Pupils who are absent from school due to illness
- Pupils who holiday during term time
- A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from Public Health England, the UK Government or the World Health Organisation.

Our intent is to:

- Prioritise the need to maintain a regular and supportive connection with pupils and their families during these challenging times, providing support for all and focusing on wellbeing;
- Ensure that the focus on learning and progress is maintained so pupils’ outcomes are impacted as minimally as possible and high expectations are sustained;
- Provide consistency, structure and routine for all members of the community;
- Provide effective feedback to learners in order to acknowledge successes and suggest improvements to build upon knowledge, skills and understanding;
- Continue to provide as broad and balanced curriculum as is possible, given the circumstances;

- Uphold our School Vision and Values in everything we do.

TIER 1 REMOTE LEARNING

This section of this policy applies in situations where a pupil has to remain at home whilst they (or a household member) awaits test results or medical advice (usually up to 3 days).

In these cases, the school will:

- Maintain a list of useful home learning resources and websites on the school website
- Teacher to direct parents to make use of specific lessons and resources provided by the Oak National Academy, White Rose and BBC Bitesize (which closely match the curriculum delivery in school).
- Use Class Dojo and Tapestry for communication and sharing of lessons/activities being completed in class (where appropriate)

TIER 2 REMOTE LEARNING

This section of this policy applies in situations where school remains open to all pupils, but an individual pupil is unable to attend due to a period of advised self-isolation (usually 14 days).

In these cases, the school will provide the following:

- 10 school days of remote learning, usually 3 tasks a day, to include:
 - English – reading comprehension, writing, spelling and grammar tasks
 - Maths – daily teaching videos and tasks (White Rose) and fluency tasks
 - Science tasks
 - Range of 'Topic' tasks from across the curriculum
 - Access to online resources (for example TT Rockstars)

The learning provided should allow the pupil to 'keep up' with what is happening in classroom as best as possible. Teachers will make use of online tools to plan a daily schedule, interactive learning and provide feedback. When making use of Oak National Academy and BBC Bitesize teachers should direct children to specific lessons.

- A phone call from NEST team to check on welfare of pupil and discuss whether any further support is required
- Communication between home and school about remote learning through Journal, Newsfeed and Messaging services on Tapestry (YR & Y1) and Class Dojo (Y2-Y6)

A bank of Tier 2 style home learning is always available on the school website and parents/pupils will receive an explanatory letter about the remote learning at the start of the isolation period. Teachers will respond with relevant/personalised home learning within 48 hours (additional PPA time will be given), utilising Class Dojo/Tapestry and Google Classrooms.

TIER 3 REMOTE LEARNING

This section of this policy applies in situations where the school remains open to most pupils, but a class/year group ('bubble') is closed due to a period of advised isolation (usually 14 days).

In these cases, the school will provide the following:

- 10 school days of remote learning, usually 3 tasks a day, to include:
 - English – reading comprehension, writing, spelling and grammar tasks
 - Maths – daily teaching videos and tasks (White Rose) and fluency tasks
 - Science tasks
 - Range of 'Topic' tasks from across the curriculum
 - Access to online resources (for example TT Rockstars)

The learning provided should allow the pupils to 'keep up' with what is happening in classroom as best as possible. Teachers will make use of online tools to plan a daily schedule, interactive learning and provide feedback. When making use of Oak National Academy and BBC Bitesize teachers should direct children to specific lessons.

- Video clips from teachers to support learning and provide encouragement
- 3 'live' meet sessions per week through Google Classrooms.
- For families identified as vulnerable, a weekly phone call from NEST team to check on welfare of pupil and discuss whether any further support is required
- Communication between home and school about remote learning through Journal, Newsfeed and Messaging services on Tapestry (YR & Y1) and Class Dojo (Y2-Y6)
- Regular feedback to pupils on work submitted via Tapestry, Class Dojo and Google Classroom.

TIER 4 REMOTE LEARNING

This section of this policy applies in situations where school is closed for an extended period (more than 14 days) due to local or national outbreak of infectious disease

In these cases, the school will provide the following:

- Daily remote learning, usually 3 tasks a day, to include:
 - English – reading comprehension, writing, spelling and grammar tasks
 - Maths – daily teaching videos and tasks (White Rose) and fluency tasks
 - Science tasks
 - Range of 'Topic' tasks from across the curriculum
 - Access to online resources (for example TT Rockstars)

The learning provided should allow the pupils to 'keep up' with what is happening in classroom as best as possible. Teachers will make use of online tools to plan a daily schedule, interactive learning and provide feedback. When making use of Oak National Academy and BBC Bitesize teachers should direct children to specific lessons.

- Video clips from teachers to support learning and provide encouragement
- 4 'live' sessions per week through Google Classrooms.
- Regular communication between home and school about remote learning through Journal, Newsfeed and Messaging services on Tapestry (YR & Y1) and Class Dojo (Y2-Y6)
- Feedback to pupils on work submitted via Tapestry or Class Dojo
- Virtual 'Parents Meetings' – once in a 6-week period or at teacher/parents request (phone or video depending on nature of the meeting)
- For families identified as vulnerable, a weekly phone call from NEST team to check on welfare of

pupil and discuss whether any further support is required

PUPIL RESPONSIBILITIES

Assuming they are well enough to work, pupils are expected to:

- Complete all work set for them to the best of their ability and submit it by the due date.
- Use online services safely and responsibly, in line with school rules
- Seek help if they need it
- Respond to feedback
- Join class meetings on 'Google Meets' with the support of a parent

TEACHER RESPONSIBILITIES

When providing remote learning, teachers must be available between 8:30am and 15:30pm.

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 and SLT will organise cover if necessary.

Teachers will be given additional PPA time for Tier 3 remote learning.

Assuming they are well enough to work, teachers are expected to:

- Tier 2 Remote Learning (individual pupil isolation following positive test):
 - Ensure that work is relevant and appropriate
 - Ensure that children have a 'daily schedule' and overview of learning for the week.
 - Provide mark sheets and model answers for parents
 - Respond to communication via Tapestry and Class Dojo in a timely manner (in line with school policies)
 - Provide feedback to their pupils when work is submitted on Google Classroom, Tapestry or Class Dojo
 - Provide links to related videos and online content
 - Monitor daily engagement with remote learning and report any concerns to SLT
- Tier 3 Remote Learning:
 - Ensure that the days remote learning is available from 9:30am on the first school day after the class closes and that sufficient resources are made available to pupils via links to websites and online lessons to allow their pupils to continue learning at home.
 - Ensure that work is relevant and appropriate
 - Ensure that children have a 'daily schedule' and overview of learning for the week.
 - and teacher videos, to allow their pupils to carry out this work at home.
 - Provide mark sheets and model answers for parents (when feedback not being given directly by the teacher)
 - Provide feedback to their pupils when work is submitted on Google Classroom, Tapestry or Class Dojo

- Record teacher video clips (up to 8 minutes long) which emphasise key teaching points, model and explain tasks as necessary, and provide encouragement for their pupils.
- Hold 'live' meet sessions 3 times a week through Google Classroom
- Monitor daily engagement with remote learning and report any concerns to SLT
- Tier 4 Remote Learning:
 - Ensure that learning is available for the following week from 2.30pm each Friday, and that sufficient resources are made available to pupils via links to websites, online lessons and teacher videos, to allow their pupils to carry out this work at home.
 - Provide mark sheets and model answers for parents (when feedback not being given directly by the teacher)
 - Provide feedback to their pupils when work is submitted on Google Classroom, Tapestry or Class Dojo, which may include:
 - Verbal feedback during 'Class Meetings'
 - Whole class feedback published on Class Dojo/Tapestry/Google Classroom
 - Automatic marking on quizzes/online forms
 - Written comments on work submitted
 - The return of work for reviewing and editing
 - Record teacher video clips (up to 8 minutes long) which emphasise key teaching points, model and explain tasks as necessary, and provide encouragement for their pupils.
 - Make explicit links to online videos and content which supports the learning
 - Schedule and hold virtual parents' meetings, using either the school phone, a personal phone (with number withheld) or a video meeting using Parents Evening System, if closure lasts more than 28 days or if a parent requests a meeting
 - Ensure NEST team are aware of any vulnerabilities or difficulties a pupil/family is facing
 - Monitor daily engagement with remote learning and report any concerns to SLT

TEACHING ASSISTANT RESPONSIBILITIES

When providing remote learning, teaching assistants must be available during their contracted 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.

Assuming they are well enough to work, teachers are expected to:

- Support teachers in providing online feedback using Tapestry and Class Dojo (access will be given to Class Dojo if and when necessary)
- Support teachers in the preparation of resources for remote learning
- Provide ECHP/SEND support to individual children if this is normally part of their role
- Take part in teacher video clips where appropriate
- Join Parent and Teacher Virtual meetings where appropriate

LEADERSHIP AND MANAGEMENT RESPONSIBILITIES

School leaders are responsible for:

- Co-ordinating the remote learning approach across the school ([Remote Learning Leader – Gemma Kydd](#))
- Maintaining over sight of the quality and appropriateness of the remote learning being set ([SMT](#))
- Monitoring the effectiveness of remote learning through regular staff meetings, SMT meetings, pupil and parent feedback ([Remote Learning Leader and Governing Body](#))
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations ([SLT and Governing Body](#))
- Ensuring home learning policy if applied in the absence of a class teacher due to sickness (through delegation and/or class cover) ([SLT](#))
- Ensure teachers receive additional PPA when preparing Tier 3 Home Learning ([SLT](#))
- Ensure that strategies are put into place to overcome any barriers to remote learning for individual pupils (Remote Learning leader and SENCO)

PARENT RESPONSIBILITIES

Whilst their child is engaged in remote learning, parents are responsible for:

- Making the school aware if their child is sick or otherwise can't complete work
- Support their child to access and complete remote learning set by the school
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Use Tapestry and Class Dojo appropriately and in line with school policy
- Be contactable during the school day (consideration given that parents may be home working or unwell during this time)

IF STAFF HAVE ANY QUESTIONS OR CONCERNS ABOUT REMOTE LEARNING, THEY SHOULD CONTACT THE FOLLOWING INDIVIDUALS:

- Issues in setting work – talk to the relevant subject lead or phase lead
- Issues with behaviour – talk to the relevant phase lead or SENDCO
- Issues with IT – talk to Computing Lead or DHT
- Issues with their own workload or wellbeing – talk to DHT or HT
- Concerns about data protection – talk to the data protection officer (HT)
- Concerns about safeguarding – talk to the DSL (DHT/HT/SENDCO)

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Class Dojo Policy and User Agreement
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- E-Safety policy
- Tapestry Policy and User Agreement

Written by: Gemma Kydd

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