Remote Learning Policy

Responsibility: Headteacher   Date: September 2023
Review date: September 2024

Contents

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

2. Use of remote learning

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

> Occasions when we decide that opening our school is either:

  o Not possible to do safely

  o Contradictory to guidance from local or central government

> Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

  o They have an infectious illness

  o They are preparing for or recovering from some types of operation

  o They are recovering from injury and attendance in school may inhibit such recovery

  o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

The school will consider providing pupils with remote education on a case-by-case basis.

In the limited circumstances when remote learning is used, we will:

> Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision

> Put formal arrangements in place to regularly review it and identify how to reintegrate the pupil back into school

> Identify what other support and flexibilities can be put in place to help reintegrate the pupil back into school at the earliest opportunity

> Set a time limit with an aim that the pupil returns to in-person education with appropriate support

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:00am and 3:30pm except on Mondays when attendance at a Teaching and Learning meeting between 3:30 and 4:30pm is expected and on Wednesdays between 3:30 & 4:45pm for CPD.

If teachers 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 should:

› Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners

› Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

They are also responsible for:

› Setting work for children in their class/year group. The daily structure is Lessons are as detailed in the whole school timetable for remote learning (see Appendix A):

Online lessons must:
- Be uploaded as individual tasks for each of the timetabled lessons taught including live registration at the start of the day and a Class Story at the end of the day using Google Meet.
- Each day will follow the year group specific timetables for Remote Learning.
- Each lesson will an assigned task for children that will appear on their home screen when they log into DB Primary.
- In Year 6 live lessons are to be delivered by the teacher via Google Meet. DB Primary will be used to provide resources and for children to upload completed tasks for marking and feedback.
- In year groups other than Year 6, lessons are delivered using pre-prepared PowerPoint slides that are saved as videos and should include voiceovers and/or still images. White Rose Maths should be used for the daily Maths lesson including the accompanying video. Pre-recorded "How to" demos are acceptable e.g. modelling a technique or a "talking mock" in which the camera is focussed on work not staff. In addition, lessons from Oak National Academy can used for non-core areas of the curriculum, if they deliver the current learning within a year group. Follow the standard lesson structure as much as possible.

Lesson structure

Each lesson should include:
- Set simple, recursive tasks (over practice). PowerPoints should have a real clarity of instruction visible to learners.
- A clear model (WAGOLL) including success criteria.
- Lessons and resources should be adapted appropriately for all pupils including SEND.
- Include some form of quizzing / independent review to test what students have learnt and aid your planning for the next lesson.

Interleaving/ Spaced repetition

It may be helpful to focus on consolidation of prior content, rather than introducing lots of new content. For practical reasons it may be difficult for teachers to introduce some new content to pupils, particularly during the early phase of these changes. Consolidation of prior learning, however, is likely to be beneficial. We know that what pupils store in long term memory can help them to learn more, so consolidation is not wasted time or a lack of 'progress'. This is potentially a good opportunity to help pupils become fluent in key aspects of the curriculum and thus lay solid foundations for when they return to school.

Pupil accountability

Pupil's accountability matters. Expect to check on their learning in one or more of the following ways
- completed worksheets/ word documents uploaded as assignments
- photos of work
- online quiz completion

Assessment and Feedback

- All pupils are entitled to feedback and therefore uploaded work should be marked online to provide feedback to children that is focused on their learning and next steps.

Presentation

Be clear about the medium (use of just exercise books and quizzing etc) and exactly how it should be presented, Keep learning as familiar as possible.

Dress Code

Whilst teaching live teachers are expected to adhere to the schools dress code as explained in the Staff Handbook.

Safeguarding

Adhere to the following safeguarding advice:
- All lessons are delivered using prepared PowerPoint slides that are saved as videos and should include voiceovers and/or still images. Pre-recorded "How to" demos are acceptable e.g. modelling a technique or a "talking mock" in which the camera is focussed on work not staff.
- Warn others in your house when you are broadcasting live (start and end of the day), online and avoid family members interrupting recordings.
- Teachers to use a different background as they are presenting Use corporate language when communicating with pupils.
- ONLY use Barford Primary School approved methods of on-line communication, in this case via DB Primary and Google Meet. Always use your school email address. DO NOT use any form of social media to engage pupils in their online learning
- Consider the safeguarding of each child you teach online. Listen for any cues that indicate a safeguarding concern and report these to your DSL as soon as possible. These cues may indicate:
    -Child abuse or neglect

-Inadequate supervision at home

-The impact of food poverty

-The health status in a family and any young carer responsibilities they are having to pick up.

- Log any safeguarding concerns on My Concern and report to DSL

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:30pm.

If teaching assistants 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, teaching assistants are responsible for:

> Supporting pupils who aren't in school with learning remotely by:

> Providing 1:1 support to identified pupils using Google Meet.
> Assisting teachers in adapting and preparing lesson materials.

> Attending virtual meetings with teachers, parents/carers and pupils.

In some circumstances, Teaching assistants will be on site supporting key worker and vulnerable children who might still be receiving their learning in school.

3.3 Subject Leads and SENDCo

Alongside their teaching responsibilities, subject leads are responsible for:

> Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.

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

> Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate an consistent, and deadlines are being set an appropriate distance away from each other.

> Monitoring the remote work set by teachers in their subject through sampling lessons and activities set by teachers and via regular meetings with teachers.

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

> Making decisions about the use of online video lessons such as Oak National Academy.

> The SENDCo/Inclusion Lead will monitor the provision for SEND/EAL pupils and support teachers where necessary. They will also check that SEND pupils are able to access learning and provide support if necessary to ensure they are able.

3.4 Senior leaders

The Deputy Headteacher responsible for Curriculum has overarching responsibility for the quality and delivery of remote education.

Alongside any teaching responsibilities, senior leaders should continue to use the school's digital platform for remote education provision and make sure staff continue to be trained and are confident in its use.

They should continue to overcome barriers to digital access where possible for pupils by, for example:

> Distributing school-owned laptops accompanied by a user agreement or contract (if possible)

> Securing appropriate internet connectivity solutions where possible

> Providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work

> Having systems for checking, ideally on a daily basis, whether pupils learning remotely are engaging in its use, and work with families to rapidly identify effective solutions where engagement is a concern

They are also responsible for:

> Co-ordinating the remote learning approach across school.

> Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents/carers.

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

> Ensuring staff remain trained and confident in their use of online education platforms.

> Training staff on relevant accessibility features that DB Primary has available.

> Providing information to parents/carers and pupils about remote education.

> Working with the catering team to ensure that pupils eligible for benefits-related free school meals (FSM) are provided with good quality lunch parcels or food vouchers.

3.5 Designated safeguarding lead (DSL)

The DSL is responsible for overseeing that online procedures are adhered to.

3.6 IT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work.

> Helping staff and parents/carers with any technical issues, they're experiencing.

> Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer (DPO) – the Business manager.

> Assisting pupils and parents/carers with accessing the internet or devices.

3.7 Pupils and parents/carers

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.

> Act in accordance with normal behaviour expectations of the school demonstrating Barford values.

Staff can expect parents/carers with children learning remotely to:

> Engage with the school and support their children's learning, and to establish a routine that reflects the normal school day ad far as reasonably possible.

> Make the school aware if their child is sick or otherwise can't complete work.

> Seek help from the school if they need it – if you know of any resources staff should point parents towards, if they are struggling, include those here.

> Be respectful when making any complaints known to staff.

3.8 Governing Body

The governing board is responsible for:

> Monitoring of school's approach to providing remote learning to ensure education remains of as high a quality as possible.

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

4. Who to contact?

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 SENDCO.

> Issues with behaviour – talk to the Inclusion Lead or Pastoral Lead

> Issues with IT – talk to Clark IT via the support email.

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – talk to the data protection officer – School Business Manager

> Concerns about safeguarding – talk to the DSL

5. Data protection
5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

> Use of the school MIS system (Bromcom) and only do this via a school laptop/device.

5.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

5.3 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

> Not sharing the device among family or friends

> Installing antivirus and anti-spyware software

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

6. Safeguarding

Safeguarding procedures shall be adhered ti in line with the school's safeguarding policy.

7. Monitoring arrangements

The Headteacher and the Deputy Headteacher responsible for Curriculum will review this policy annually. At every review, it will be approved by Governing Body via the Curriculum sub-committee.

8. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy

> Curriculum Policy

> Safeguarding Policy

Appendix A – Whole School Timetables for Remote Learning

Reception

	PSED/CL	PE	Maths	Phonics game	Literacy	Phonics		Handwriting	Independent Read	Maths games	Story Time 2.30 – 3.00
	9.00	9.30	10.00	10.45	11.00	11.45		12.45	1.15	1:45	
Mon	Live Check in on Google Meet	On-line activities	Lesson 1	Phonics Play	Lesson 1	Lesson 1	Lunch	Lesson 1	MyON Reading	Activities from DB Primary Learning Platform	Live Story on Google Meet
Tues			Lesson 2		Lesson 2	Lesson 2		Lesson 2			
Wed			Lesson 3		Lesson 3	Lesson 3		Lesson 3			
Thurs			Lesson 4		Lesson 4	Lesson 4		Lesson 4			
Fri Family fun!			Cooking Choose 1 from the 2 recipes sent		Board game Play a game with your family.	Lesson 5		Draw or colour a picture.		Get Outside, Get Active, Get Learning	

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Year 1 Timetable

Day	9:00-9:15	9:15-9:30	9:30-10:15 Maths	10:15-10:45 Phonics	10:45-11:00	11:00-11:45 Writing	11:45-12:15 Reading	12:15-1:00	1:00-1:30	1:30-2:15 Wider Curriculum	2:15-2:30	2:30-2:45	2:45-3:00
Monday	Live Check in on Google Meet to include Collective Worship	Number Bond Activity	Maths Lesson 1	Phonics Lesson 1	Break	Writing Lesson 1	Reading Skills Lesson 1	Lunch Break	MyON Reading	RE	TT Rockstars	PE/Active Time	LIVE STORY TIME on Google Meet
Tuesday			Maths Lesson 2	Phonics Lesson 2		Writing Lesson 2	Reading Skills Lesson 2			Science		PE/Active Time	
Wednesday			Maths Lesson 3	Phonics Lesson 3		Writing Lesson 3	Reading Skills Lesson 3			Geography		PE/Active Time	
Thursday			Maths Lesson 4	Phonics Lesson 4		Writing Lesson 4	Reading Skills Lesson 4			PSHE		PE/Active Time	
Friday			Maths Lesson 5	Phonics Lesson 5		Let's Get Cooking/Crafting				Get Outside, Get Active, Get Learning Roots to Fruits			

Year 2 Timetable

Day	9:00 - 9:15	9:15-9:30	9:30-10:15 Maths	10:15-10:45 Phonics	10:45-11:00	11:00-11:45 Writing	11:45-12:15 Reading	12:15-1:00	1:00-1:30	1:30-2:15 Wider Curriculum	2:15-2:30	2:30-2:45	2:45-3:00
Monday	Live Check in on Google Meet to include Collective Worship	Number Bond Activity	Maths Lesson 1	Phonics Lesson 1	Break	Writing Lesson 1	Reading Skills Lesson 1	Lunch Break	MyON Reading	RE	TT Rockstars	PE/Active Time	LIVE STORY TIME on Google Meet
Tuesday			Maths Lesson 2	Phonics Lesson 2		Writing Lesson 2	Reading Skills Lesson 2			Science		PE/Active Time	
Wednesday			Maths Lesson 3	Phonics Lesson 3		Writing Lesson 3	Reading Skills Lesson 3			Geography		PE/Active Time	
Thursday			Maths Lesson 4	Phonics Lesson 4		Writing Lesson 4	Reading Skills Lesson 4			PSHE		PE/Active Time	
Friday			Maths Lesson 5	Phonics Lesson 5		Let's Get Cooking/Crafting				Get Outside, Get Active, Get Learning Roots to Fruits			

Year 3 – Timetable

Day	9:00 - 9:15	9:15-9:30	9:30-10:15 Maths	10:15-10:45 Phonics	10:45-11:00	11:00-11:45 Writing	11:45-12:15 Reading	12:15-1:00	1:00-1:30	1:30-2:15 Wider Curriculum	2:15-2:30	2:30-2:45	2:45-3:00
Monday	Live Check in on Google Meet to include Collective Worship	Hit The Button – Times Table Activity	Maths Lesson 1	Phonics Lesson 1	Break	Writing Lesson 1	Reading Skills Lesson 1	Lunch Break	MyON Reading	RE	TT Rockstars	PE/Active Time	LIVE STORY TIME on Google Meet
Tuesday			Maths Lesson 2	Phonics Lesson 2		Writing Lesson 2	Reading Skills Lesson 2			Science		PE/Active Time	
Wednesday			Maths Lesson 3	Phonics Lesson 3		Writing Lesson 3	Reading Skills Lesson 3			Geography		PE/Active Time	
Thursday			Maths Lesson 4	Phonics Lesson 4		Writing Lesson 4	Reading Skills Lesson 4			PSHE		PE/Active Time	
Friday			Maths Lesson 5	Phonics Lesson 5		Let's Get Cooking/Crafting				Get Outside, Get Active, Get Learning Roots to Fruits			

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Year 4 Timetable

Day	9:00 - 9:15	9:15-9:30	9:30-10:30 Maths	10:30-10:45	10:45-11:00	11:00-11:45 Writing	11:45-12:15 Reading	12:15-1:00	1:00-1:30	1:30-2:15 Wider Curriculum	2:15-2:30	2:30-2:45	2:45-3:00
Monday	Live Check in on Google Meet to include Collective Worship	Hit The Button – Times Table Activity	Maths Lesson 1	Break	Spellings	Writing Lesson 1	Reading Skills Lesson 1	Lunch Break	MyON Reading	RE	TT Rockstars	PE/Active Time	LIVE STORY TIME on Google Meet
Tuesday			Maths Lesson 2		SPaG 1	Writing Lesson 2	Reading Skills Lesson 2			Science		PE/Active Time	
Wednesday			Maths Lesson 3		SPaG 2	Writing Lesson 3	Reading Skills Lesson 3			Geography/History		PE/Active Time	
Thursday			Maths Lesson 4		Spelling Test	Writing Lesson 4	Reading Skills Lesson 4			PSHE		PE/Active Time	
Friday			Maths Lesson 5		Let's Get Cooking/Crafting					Get Outside, Get Active, Get Learning Roots to Fruits			

Year 5 Timetable

Day	9:00 - 9:15	9:15-9:30	9:30-10:30 Maths	10:30-10:45	10:45-11:00	11:00-11:45 Writing	11:45-12:15 Reading	12:15-1:00	1:00-1:30	1:30-2:15 Wider Curriculum	2:15-2:30	2:30-2:45	2:45-3:00
Monday	Live Check in on Google Meet to include Collective Worship	Hit The Button – Times Table Activity	Maths Lesson 1	Break	Spellings	Writing Lesson 1	Reading Skills Lesson 1	Lunch Break	MyON Reading	RE	TT Rockstars	PE/Active Time	LIVE STORY TIME on Google Meet
Tuesday			Maths Lesson 2		SPaG 1	Writing Lesson 2	Reading Skills Lesson 2			Science		PE/Active Time	
Wednesday			Maths Lesson 3		SPaG 2	Writing Lesson 3	Reading Skills Lesson 3			Geography/ History		PE/Active Time	
Thursday			Maths Lesson 4		Spelling Test	Writing Lesson 4	Reading Skills Lesson 4			PSHE		PE/Active Time	
Friday			Maths Lesson 5		Let's Get Cooking/Crafting					Get Outside, Get Active, Get Learning **Roots to Fruits**			

Year 6 Timetable

Day	9:00 - 9:15	9:15-9:30	9:30-10:30 Maths	10:30-10:45	10:45-11:00	11:00-11:45 Writing	11:45-12:15 Reading	12:15-1:00	1:00-1:30	1:30-2:15 Wider Curriculum	2:15-2:30	2:30-2:45	2:45-3:00
Monday	Live Check in on Google Meet to include Collective Worship	Hit The Button – Times Table Activity	Maths Live Lesson 1	Break	Spellings	Writing Live Lesson 1	Reading Skills Live Lesson 1	Lunch Break	MyON Reading	RE Live Lesson	Mathletics	PE/Active Time	LIVE STORY TIME on Google Meet
Tuesday			Maths Live Lesson 2		SPaG 1	Writing Live Lesson 2	Reading Skills Live Lesson 2			Science Live Lesson		PE/Active Time	
Wednesday			Maths Live Lesson 3		SPaG 2	Writing Live Lesson 3	Reading Skills Live Lesson 3			Geography/ History Live Lesson		PE/Active Time	
Thursday			Maths Live Lesson 4		Spelling Test	Writing Live Lesson 4	Reading Skills Live Lesson 4			PSHE Live Lesson		PE/Active Time	
Friday			Maths Live Lesson 5		Let's Get Cooking/Crafting					Get Outside, Get Active, Get Learning Roots to Fruits			

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