Lyng CE Primary School Remote Learning Policy

Review Body:	Full Governing Body
Responsibility:	Headteacher
Type of Policy:	New policy non stat
Review Period:	Annually
Reviewed:	December 2020
Next Review:	December 2021

1. **This policy aims to:**
   Ensure a consistent approach across the school with expectations for children, parents, and staff where pupils aren't in school due to local or national measures meaning one or more whole classes are learning from home.

2. **Remote learning introduction**

- We will provide online tools and resources as well as links to appropriate remote learning for pupils that are not able to attend school due to Covid19 restrictions or government requirements.
- Teachers will plan activities and or learning tasks that are relevant to the curriculum focus and topic objectives and plans for that class or 'Bubble'.
- Teachers will endeavour to supply appropriate online resources to support tasks for home learners.
- Individual pupils who are isolating due to the government guidance, will be supported on a case by case basis, primarily with the use of online tools and resources which mirror the work being taught to the rest of the class in school.
- Teachers will aim to deal with any request for support by the end of the next working day, but at least within 48 hours.This will be dependent on the time of request and circumstances within school.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school and alternative solutions will be made available (e.g. paper copies of work). These will be discussed on a case-to-case basis.

3. **Responsibilities**

   Head teacher Responsibilities

- Oversight of the remote learning approach across the school.
- Updating policy in line with new guidance and law.
- Monitoring the effectiveness of remote learning across the school.
- Supporting access to remote learning for families.
- Monitoring feedback from parents and staff and responding appropriately.
- Ensuring remote learning is effectively resourced.

Teacher Responsibilities

- Setting and assessing home learning for their class including individual home learning support for those pupils with additional needs, as required.
- Ensuring children continue to access to the full curriculum in line with the existing school plans.
- Ensure home learning is communicated and responded to within the agreed timeframes.
- To alert the appropriate people if there are concerns about a pupil or family or to support a family to improve access to remote learning.
- Delegate responsibilities and provide guidance to Teaching Assistants to support the home learning of individuals within the class.
- Coordinate with peers to offer and receive peer support to ensure best practice.
- To continue to attend cpd, meetings as required with school staff, and maintain regular contact with class Teaching Assistants on class matters.
- To contribute to the development of policy relating to remote learning

Teaching Assistant Responsibilities
- Carry out duties as delegated by the class teacher to support pupils to gain full access to home learning.
- When assisting with remote learning for individuals or small numbers within a Bubble, teaching assistants in liaison with the class teacher should, when possible, support pupils who aren't in school with learning remotely eg be available to support pupils with queries about work.
- TAs (with appropriate training) may also:
  support teachers with uploading work and answering the class@ emails - answering emails that are within their remit to answer.
  attend virtual meetings with teachers, parents and pupils
- Pastoral Support Staff may in addition support identified pupils remotely.

Subject leads Responsibilities
- Support teachers to set and adapt activities in your subject area.
- Work with teachers to ensure remote tasks are appropriate, consistent and in line with curriculum plans for the subject.

School Secretary Responsibilities
- To inform and liaise with IT Services and School Technician to address issues arising from technical issues which prevent or hinder teachers in carrying out their responsibilities.
- To ensure staff are made aware on a daily basis of those children required to self -isolate.
- To arrange cover for absent colleagues.

Family Responsibilities (parent/carer)
- To provide a regular and familiar routine for remote learning.
- To support their child's work, by viewing the work set together, and then making plans to complete the work alongside the suggested timetable.
- Provide an environment that will help their child concentrate on their learning (eg access to technology, a quiet space during daytime, a place to work).
- Support emotional well- being by providing time for reflection, physical activity, conversation, and play.
- Supervise their child's access when on line, and support safety in internet use.
- To complete and return the set work within the requested time.
- Respect that teachers will respond in a reasonable time frame but will not be instantly available.
- Inform the class teacher if their child is sick or otherwise unable to complete the tasks.
- To seek help and advice if there are problems with their child in completing the tasks set.

The Governing Body
- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Monitoring the information on the website for quality and accuracy.
- Ensuring staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Ensuring that the systems in place are not placing a detrimental work load on teachers and senior leaders and thus causing a well-being issue.

4 Remote learning
All procedures are fluid and will be evaluated and reviewed accordingly.

Should a child be subject to self-isolation or the school be forced to close or go through sustained periods of extended closure due to the virus all children will be provided with a range of learning resources.

We will ensure teachers are able to interact with children and families through the following:

Mobile Phone Contact (through mutually agreed timings)
Class Email (with limited response timings for replies)
Tapestry (the main learning platform for Reception children)
The school will provide learning activities for each year group on the school website .

We anticipate and are in the process of establishing Tapestry as a platform for KS1 and G Suite for Education(Google classroom) for KS2.

Learning will usually take the form of a daily timetable of learning activities, with learning input such as an introduction through a power point or video link (around a maximum of 20 mins) with lots of opportunity for children to practise. Additionally, some learning materials (around 15-20 minutes) may be dedicated for practise on fluency and recall.

Some examples of the supplementary websites that may be used are shown below:
Mathletics (using pupil's own log in)
Real PE (using the pupil's own log in)
BBC Bitesize
Oak National Academy

Please note that pupil logins to website subscriptions that the school has purchased must not be shared externally.

5 Structure of the Day
We will provide a suggested but flexible timetable (see Appendix) for families to follow and there will be an expectation that families will follow or adapt this to suit their needs and circumstances, in order to ensure that the home learning is completed.
The intention is to provide guidance for parents to ensure children can experience a range of educational learning experiences. It is not designed to provide a replacement for the school day.

6 Setting work
For Class Bubbles
- The school will provide a daily timetable of activities, which may be different from their siblings attending the same school.
- Each lesson or topic will be linked to the school curriculum and class topics.
- Activities will be located on our school website, under 'Classes'
- Work will be made available by 9am each morning*
- Teachers will endeavour to ensure that those pupils unable to access learning electronically can still complete the work. Separate plans for a work pack to be collected and returned could be made on a case by case basis. Additionally, we will support with resources and equipment wherever possible.
- Teachers will respond, within reason, to requests for help from families at home. This will be done through emailing the class email.

  *This will be the case from Day 2 where the notification of closure is received prior to 12pm, and Day 3 if the notification is received after 12pm.

Feedback for pupils using remote learning.
- Pupils should send an image/ upload a copy of their work to their class teacher via Google Classroom/ email/ Tapestry (or return hard copies to the school if this is what has been provided)

- Feedback may not be instantaneous. Teachers will respond within a reasonable time scale (48 hours).
- Tasks will have a clearly defined objective and outcome which will be assessed by the teacher. Feedback will take the form of comments on a piece of work, next steps or more general comments on the pupil's achievements. Comments may not be provided for every piece of work submitted, although it will be acknowledged.
- Teachers will contact parents/ carers if they have a concern about work, or if work is persistently not returned as requested.
- Teachers will seek to have general 'well- being' contact at least once during an absence with any pupil not in school due to Covid 19 restrictions. This may take the form of an email or phone call, whichever is appropriate to the situation.
- The class teacher will inform the DSL with any safeguarding concerns.

Setting work for For individual pupils : Where individual pupils are absent due to needing to self -isolate but the teacher is working in the classroom, the following will apply
- The school secretary will ascertain whether the child is well enough to learn from home and communicate with the teacher daily.
- Teachers will provide work for self -isolating pupils only when the pupil is well enough to work from home.
- All staff will be mindful of the difficult circumstances that individual families may be experiencing and be flexible in their approach.
- The teacher will decide the best approach to communicate home learning taking in account the family circumstances and their own workload.
- Work set should follow work being completed by children in the classroom If a new aspect of work is being introduced by the teacher in the classroom, the teacher should direct parents to relevant material on platforms such as Oak Academy or BBC Bitesize
- Teachers will mark children's work when they return to school.
- Children returning to school following self- isolation will have 1:1 time with a member of staff to identify and fill gaps in learning due to their short absence.

7 **Further Guidance**

Remote teaching for staff who are self-isolating
- If a member of staff is required to self-isolate, they are expected to:
- Follow normal reporting procedure for other absence. If they are unable to work for any reason during this time, for example due to sickness they should report this using the normal absence procedure.
- Following contact with school, the Head Teacher may set up a referral to Occupational Health to support that individual.
- Whilst self-isolating, and if able to do so, Teaching Assistants and Non-Teaching staff will be given an individual project to work on which is in line with whole school improvement priorities, to undertake online cpd or asked to support with the online learning provision. These projects will be communicated by the Head Teacher or Class Teacher and will be allocated on a case-by-case basis.
- School staff working remotely are expected to be available and contactable during the hours of 8. 40am -3.30 pm, or in line with their contracted hours.

Balancing in school teaching and remote learning
- Where there is an individual or small group of pupils not attending, work set in class needs to be shared with those at home, with appropriate adaptions. Teachers are not to create separate resources for the same lesson.
- Suitable website links can be used to support remote learning.

- Other options will continue be explored, to assess viability for supporting home learning, such as lesson recordings.
- Teachers will only make contact and respond to parents and pupils between 8. 40am and 3.30pm. Out of these hours, emails will receive an 'out of office' reply.
- Whether in school, or self -isolating at home when providing remote learning, individual staff are responsible for ensuring they work to a timetable and routine that supports their management of their workload and well -being.
- Staff with part time hours are not expected to be available on their non- contact days.

Attending Virtual meetings with staff, other professionals, parents, pupils or making video content
- Staff will ensure they are dressed appropriately
- Staff will ensure they are in a location with limited background noise.
- Staff will ensure there are no inappropriate background or items of a personal nature, which give access to a teacher's personal life (eg family holiday photos)
- Staff will ensure that other individuals are not able to overhear.
- Virtual meetings hosted by school staff and involving with pupils/ parents will take place in school, unless previously discussed and agreed with the Head Teacher.

8 Data Protection
Accessing Personal Data
- When accessing personal data for remote learning purposes, all staff members will:
- Access data using the secure school connections
- Use their school laptop or device only. Personal devices should not be used unless explicit permission is granted by the head teacher.

 Processing personal data
Office staff will need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.
However, 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 with a strong password, and not sharing this.
- 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.
- Not leave the device unattended. Lock the device if inactive for a very short period of time.
- Not sharing the device among family or friends.
  Our IT technician will :
- Install antivirus and anti-spyware software
- Keep operating systems up to date/ install the latest updates

9 Safeguarding
The Safeguarding Policy including an addendum for practice during Covid 19 is on the school website. All staff are required to be familiar with this policy and to implement all aspects of guidance within it.
Staff should also read the KCSIE addendum April 2020 for guidance on remote learning safe practice.

10 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 IT – talk to the Subject Lead or IT Technician (NCC)
Issues with their own workload or wellbeing – talk to the Head Teacher
Concerns about data protection – talk to the Head Teacher or Secretary
Concerns about safeguarding – talk to the DSL (Head Teacher) or Deputy DSL

11 Policy Review

The policy has been approved by the Governing Body.

The policy will be reviewed in Summer 2021 by the Headteacher and school staff.
Amendments to be approved by the Governing Body.

Appendix : Suggested Timetable/ Timings for activities

All children will benefit from a familiar structure and routine. Teachers plan activities to take the time suggested, however timings are approximate. You may prefer to have the list of tasks including breaks and use them to create a timetable that works for you and your child/ren, depending on your own circumstances. At the start of the day to look at your 'timetable' together and talk about what activities will be happening during different parts of the day.

Cherry Class

Talk about the activities/ timetable for the day fine motor activity	20 minutes
Maths activity	30 minutes
break -outdoor play / drink / snack	15 minutes
Phonics activity	30 minutes
brain break	5-10 minutes
Share a story together , reading time	15 - 20 minutes
Lunch and outdoor play ; or just get moving indoors	1 hour
Topic activity	45- 60 minutes
English	30 minutes
Quiet time – Story , Yoga	10 – 15 minutes
Don't forget to include Learning Play* throughout the day eg make a den, wash the car, make a bug home, baking, write a shopping list , paint, make a model,	

   *(In school, , 'Learning Play' is a key part of the curriculum for this age group.

Willow Class

Talk about the activities for the day	10 mins
morning challenge	10 mins
Maths	30 – 45 mins
playtime outdoors	15 minutes
drink/ snack/ story	20 minutes
English	45 mins
letter formation / phonics/ spelling	15 -20minutes
Lunch and outdoor play	1 hour
Reading Book	20 minutes
Topic Activities / Outdoor Activities / Physical Activity	1 ½ hours
Quiet time – Story , Yoga, mindfulness	15 minutes

Rowan Class and Oak Class

Talk about the activities for the day / check out the news BBC Bitesize / Newsround	10 minutes
morning challenge	10 mins
Maths and times tables practice or Maths and Mathletics	60 mins
break	15 minutes
drink/ snack	10 minutes
English	45 mins
handwriting/ spelling	15 minutes
Lunch and break (go outdoors for a break)	1 hour
Reading Book	20 minutes
Subject / Topic Activities / Physical activity	1 ½ hours

Quiet time –, Yoga , mindfulness	15 minutes