



Sutton in Craven C.E (V.C) Primary School

Remote Learning Policy

2020- 2021



Flourish together, in the love of God, to live life in all its fullness.

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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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 4pm.

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.

When providing remote learning, teachers are responsible for:

- Providing work on Class notebook to be accessed remotely by pupils that mirrors as closely as possible the learning that would have taken place within the class.
- Providing feedback on work – cover details like:
 - Via Class notebook, using a different text colour
- Keeping in touch with pupils who aren't in school and their parents
 - Teachers should keep at least daily contact with pupils via Class notebook or class email
 - Teachers should not answer class emails or class notebook messages outside of working hours
 - Teachers should report any safeguarding concerns via CPOMS/telephone call to the DSL
- Attending virtual staff meetings (Appropriate dress code / Locations (e.g. avoid areas with background noise, nothing inappropriate in the background))

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between [their normal 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
 - Supporting pupils, as directed by the class teacher, with the work set on class notebook
 - Responding to questions by pupils on the class teams or via class emails
 - Marking work that has been handed in on class notebook
- Attending virtual staff meetings (Appropriate dress code / Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum needs 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 and consistent
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the 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
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for safeguarding referrals being made by staff / or parents

Sutton in Craven C of E VC Primary School staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the child protection policy and where appropriate referrals will continue to be made to children's social care and as required, the police.

2.6 ICT Lead and relevant staff

ICT Lead and relevant staff are responsible for:

- Helping staff and parents 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 (DSL/HT)
- Assisting pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day (there will be a daily check in with a member of staff for each child)
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Ensure their child/ren are available for their daily class check in with a member of staff
- Seek help from the school if needed: in order for their child to access and complete remote learning activities
- Be respectful when making any complaints or concerns
- Support their child/ren with home learning tasks
- Ensure that their child/ren have a suitable quiet place to work without distraction
- Ensure that their child is able to access Microsoft Teams

2.8 Governing board

The governing board 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

3. 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 SENCO
- Issues with behaviour – Contact SLT
- Issues with IT – Contact Mrs Harrison (ICT Lead)/Miss Lindley (ICT support staff)
- Issues with their own workload or wellbeing – Contact SLT or HT
- Concerns about data protection / Safeguarding – Contact DSL / DDSL

4. Data protection

4.1 Accessing personal data

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

- Use Scholar Pack via their school device such as laptops / ipads

4.2 Processing personal data

Staff members may need to access personal data such as parent contact details as part of the remote learning system.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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)
- 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

5. Safeguarding

Staff can access the child protection policy via Microsoft Teams and the school website

6. Monitoring arrangements

This policy will be reviewed termly by the HeadTeacher. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E- safety policy

8. Curriculum Delivery

8.1 Our Commitment

Throughout the coming months of uncertainty and possible on-going disruption to learning for some pupils, the following fundamental principles will apply:

- Quality First Teaching remains the single most important factor in addressing learning gaps and improving outcomes for our pupils.
- On-going assessment of children's learning to ascertain learning gaps.
- A broad and balanced curriculum, with a primary focus on English and Maths (including across the curriculum) is an entitlement for all pupils.
- Interventions to ensure children 'keep-up' will be planned to meet the on-going needs of pupils throughout the year. This will take account of lost learning during lockdown and any on-going lost learning for individuals and groups as a result of self-isolation and will include support for social, emotional and behavioural aspects of learning.

- CPD for staff will be a priority, and will be focused on individual need as well as on whole school priorities identified through feedback.
- Being supportive of the well-being of the whole school community: children, staff and parents.

The school will follow a 4 staged approach as set out below.

STAGE ONE:

Children who are in school

8.2 Stage one

- A full curriculum to be taught taking account of the school's risk assessments.
 - Revising prior learning.
 - Daily deliberate practice of basic skills.
 - Organised provision for groups to support reconnection with the curriculum and ensure our 'catch up - keep-up' approach.
 - Support and provision for all children to access 'same day intervention' if appropriate.

STAGE TWO:

Individual or small groups of children who are absent from school for up to three days.

8.3 Stage two

In the event of children spending just one or two days away from the classroom in self-isolation, teachers will make contact with the child and parent via Microsoft teams / class email in order to provide home-learning activities which mirror the classroom learning for that day or two. This will be in the form of a learning grid or curriculum map. This will provide a visual layout of curriculum content. Class teachers will work with our HLTA in order to ensure all children in Stage 2 receive appropriate home learning.

Children may be provided with a 'Home Learning' exercise book if requested. Children will be able to bring their work back into school with them for feedback in the event that they are unable to submit their work for feedback using Class notebook. This will help class teachers to judge the child's engagement in learning and identify any areas where a child may need extra support on their return to school.

STAGE THREE:

Individual or small groups of children who are self-isolating e.g. awaiting test results/ quarantining after a family member or close contact has tested positive.

8.4 Stage three

These children are entitled to a curriculum that mirrors as closely as possible the learning taking place within the class.

If an individual or small groups of children are absent from school for over three days, individual learning activities will be provided for your child which will reflect the learning of their peers in school. These activities are accessed via Microsoft Teams.

What will be provided via Microsoft Teams

Maths

Daily maths lessons and activities to be followed by the children. These may be: a sequence of lessons delivered by the White Rose Maths Hub – covering the same objectives as those being covered in class that week or the daily Power Maths lesson and activities – mirroring exactly the content which will be taught in

class that day. Teachers may decide on an individual basis that time is better spent at home consolidating any previous learning through activities provided which offer children the opportunity for deliberate practise. If the decision is made to halt new learning in favour of consolidation, then teachers must ensure that on their return to school, any gaps in new learning are addressed.

English

Daily English lessons and activities to be followed by the children. These will be provided on Microsoft Teams and mirror closely the learning taking place within the classroom. For example, if the period of isolation is close to end of the unit of writing and children have the tools they require to continue with simple prompts offered via Microsoft Teams, then they should continue and complete their sequence of learning. If children are likely to be isolating for a longer period of time and are likely to miss the majority of an English unit then teachers may decide to provide similar activities which best matches to the learning taking place in class. This can be worked through independently at home with support and feedback offered through Microsoft Teams.

Foundation Subjects

As far as possible, foundation subjects will link to what the children would have been learning in class. There may be links to BBC Bitesize, The Oak National Academy or personalised activities, shared via Microsoft Teams, mirroring the learning taking place in the classroom that week.

EYFS

In Reception, parents will be provided with guidance and suggestions for learning activities in all areas of the EYFS curriculum, including number and literacy.

Children may be provided with a 'Home Learning' exercise book if requested. Children will be able to bring their work back into school with them for feedback in the event that they are unable to submit their work for feedback using Microsoft Teams. This will help class teachers to judge the child's engagement in learning and identify any areas where a child may need extra support on their return to school.

Parents/carers can also upload any tasks/activities or learning opportunities onto Exaat to support teachers assessment

STAGE FOUR:

A closed bubble or whole school closure

8.5 Stage Four

All work will link to the child's year group national curriculum expectations. Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge incrementally and will include clear objectives for each subject in the unit of work. As a minimum, the units of work will include:

- A daily Maths and English lesson. This will be set via Class notebook on Microsoft Teams .
- The daily English teaching should reflect the unit of work which would be delivered in school and include reading, writing, SPAG and handwriting.
- The daily Maths teaching should reflect the unit of work which would be delivered in school and include arithmetic, mental maths, fluency, problem-solving and reasoning – ideally continuing through the units of work outlined by White Rose.
- For recorded lessons, you may be directed to Oak Academy (a government funded learning platform) or White Rose Hub.
- A weekly R.E. Lesson for EY – Y6
- A weekly Science lesson for Y1 – Y6.

- Topic work- where possible, linked to the children's current learning and building on skills and knowledge already taught. This learning will include clear objectives and links to quality resources. Where possible, these will link to the children's current learning.
- Physical activity (ideas for how to stay active during their time at home).
- It is important that if children are absent from school, they continue to read daily and from Year 2 upwards to continue practicing their times tables up to x12.

EYFS

In Reception, parents will be provided with guidance and suggestions for learning activities in all areas of the EYFS curriculum, including number and literacy.