



Remote Learning Policy

For the purpose of school closure and non-attendance due to isolation or medical restrictions

Prepared By: Name: Education Team Standards Officer

Approved By: Name: Trust Board Date: Date: July 22



Date: September 22

Date: September 23

Aims

- To ensure there is a planned approach to remote learning during full and partial school closures
- To ensure there is a planned approach for any 1:1 remote learning
- To set out expectations of staff providing remote learning
- To set out expectations of children receiving remote learning
- To provide appropriate safeguarding and data protection guidelines

Context

The most recent government expectation of online learning can be found in the document *Restricting Attendance During the National Lockdown: Schools* (7th Jan 2021). The key expectations in this document are:

- The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include **both** recorded or live direct teaching time, **and** time for pupils to complete tasks and assignments independently
- The amount of remote education provided should be, as a minimum:
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
 - Key Stages 3 and 4: 5 hours a day
- When planning and delivering remote education:
 - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
 - select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.
- Overcome barriers to digital access for pupils by:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - 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.
- Have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education
- Publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available

Hamwic Trust Expectations

In addition to the above guidelines, the Hamwic Trust Executive have set the expectation that:

- Where recorded lessons are being used from external sources, such as the Hamwic Online YouTube site, Oak Academy or the BBC teaching programme, schools will ensure there is at least one recorded or live input from a teacher in the child's year group daily. For example:
 - a welcome at the beginning of the day to set out what the learning will be
 - a class/year group assembly
 - a class/year group story
- Vulnerable children receiving remote learning will be contacted at least twice a week to check on their progress and wellbeing
- All children will receive a personal contact from a member of the school staff at least once a fortnight.



Roles and responsibilities within the remote learning

| Task | Expectation | Responsibility |
|---|--|---|
| Planning and setting remote learning | <p>Lessons to be provided each day</p> <ul style="list-style-type: none"> • Daily check in (home room) and check out(circle time) • English 1 hour • Maths 1 hour • Reading 30 minutes • Wider curriculum (project learning) - 1 hr 30 min <p><i>(See Appendix 1 - remote offer parent info)</i></p> | Allocated year group teacher |
| Recording and uploading remote learning | <ul style="list-style-type: none"> • Lessons will be on the learning platform by 8.00 am on the day of use. • Learning will be uploaded onto the classrooms in Google classroom | Allocated teacher |
| Live lessons and 1:1 lessons | <ul style="list-style-type: none"> • Adults will deliver lessons in a setting with a neutral background • Teacher will ask children to join with cameras on and unmuted • For primary children, an adult at home will be asked to be present while the child joins lessons and until the teacher acknowledges the parent • 1:1 lessons will require a parent present at the beginning and end of a session. Parents are welcome to remain present for the whole 1:1 session • TAs will also be on lessons where possible to monitor behaviour and offer support. • Chat functions will be set so the child can only chat with a teacher • Adults will be dressed professionally • Teachers will ensure that children are dressed appropriately for lessons (uniform is not required) | Teacher TA |
| Providing and supervising learning for those in school | <ul style="list-style-type: none"> • Ensure the children receive the same learning as those remotely and support learning in the tasks set. • Supervise break times and ensure the children have a session of exercise each day. | Allocated teacher/ TA/ HLTA |
| Check remote learning is being accessed, completed and checked for accuracy | <ul style="list-style-type: none"> • Check the work submitted and who has been online to attempt work. • Respond to any emailed/chat function questions from children. Provide summary feedback to pupils about how they are getting on with their work at least weekly. • Ensure some lessons give children immediate feedback through teacher checking or self-marking answer sheets | Class teacher, or teacher uploading remote learning |
| Contact vulnerable children working at home | <ul style="list-style-type: none"> • A video or telephone call should be made to the child twice each week. Wherever possible speak to the child and not just the parent. | TA/Pastoral/SEN/of fice |
| Contact other children working at home | <ul style="list-style-type: none"> • A phone call should be made to the child each week. Wherever possible speak to the child and not just the parent | TA/Pastoral/SEN/of fice |

| | | |
|---|---|-----------------------------|
| Ensure the learning platform is robust | <ul style="list-style-type: none"> ● Check the network connection is school is working well each day ● Ensure children have the necessary IT equipment and stationary to work remotely. | Business manager/IT manager |
| Ensure safeguarding concerns are being monitored and addressed as per the CP policy | <ul style="list-style-type: none"> ● Ensure staff are clear of how to report any safeguarding concerns they become aware of when children are learning from home. ● Ensure children are aware of how to report any concerns they have about online content. ● Ensure all children carry out an online safety update/assembly at least fortnightly ● Ensure children with CP concerns are taught in school. If this is not possible, ensure that there are regular sightings of the child. | DSL/DDSL/pastoral lead |
| Monitor the quality of remote learning | <ul style="list-style-type: none"> ● Ensure learning is consistently high quality for all children ● Ensure the remote learning offer is on the website ● Ensure parent know the channels for in-school communication should they wish to feedback about the remote learning offer | HT/DHT |

Staff expectations

If staff are given permission to carry out remote learning activity from home, they are expected to:

- Dress professionally for any live lessons
- Be available to respond to children and carry out other work duties required from 10 minutes before the school day begins to 10 minutes after the school day ends
- Respond to messages received from children and parents within the working day about the remote learning on that same day
- Alert the DSL and senior leaders on the second day a child does not attend or access the work set
- Ensure children understand the behaviour expectations within a live lesson
- Only respond to a child or parent using a work email or platform account

Expectations in live lessons

- Both staff and pupils should work in areas of a neutral background when in the home
- Where possible, pupils should work in an open area rather than within their bedroom
- Pupils must be fully dressed for live lessons
- Staff and pupils' cameras will be on during all lessons
- In primary school, parents must be present at the start of the lesson for brief acknowledgement
- The school may record lessons for the purpose of safeguarding staff and pupils. If this is the case, lessons will be stored on the school rather than personal networks or equipment. Teachers do not have permission to circulate lessons or place them on social media
- The behaviour policy will be used in remote live lessons as it would be in school. Parents will be informed of any disruptive or inappropriate behaviour
- Pupils and parents do not have permission from teachers to record live lessons or redistribute them in any way. Any recordings that are made and circulated to others, including via social media, will be reported and managed under GDPR law.

Attendance

- Parents will be asked to notify the school if their child is unwell and is unable to access remote learning. In this case, the attendance code will remain X. However, teachers will make a note not to expect the child to attend/submit learning on this day
- Where a staff member leading remote learning becomes unwell, parents will be notified if this means learning will be sent or delivered by a different school contact.



Safeguarding

- Staff are required to alert the Designated Safeguarding Lead (DSL) if they have any concerns about a child's welfare during a period of remote learning
- The school will continue to engage with social services and attend meetings where necessary
- Any parent who wishes to raise a safeguarding concern should do this in the usual way via the school office who will put them in contact with the DSL or Headteacher
- The school will ensure that online safety is referenced regularly within a period of remote learning. Parents will be reminded of the need to ensure their child is only accessing appropriate content while away from school and that personal data is being protected. <https://www.bbc.co.uk/newsround/44074704>
- Pupils are encouraged to communicate through the remote platform/school email system rather than by personal email. Where a child uses a personal email the teacher will ensure that any response also copies in the parent (or line manager if the parent email isn't available)

Health and wellbeing for staff while working remotely

- In addition to the many resources available on the HET Health and Wellbeing intranet pages, there is a specific section on COVID-19: <https://intranet.hamwic.org/health-wellbeing-for-staff/>
- Staff can access our confidential Employee Assistance Programme, via Health Assured, offering 24-hour assistance and support, 7 days a week. The number is 0800 0305 182.
- Able Futures offer an access to work mental health support service and can be contacted on 0800 321137.
- The Department for Education is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental health support for pupils and teachers](#) is available.
- The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.



Appendix 1 - Shirley Junior School remote offer for parents.



Remote Learning Offer - Shirley Junior School

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home?

A pupil's first day or two of being educated remotely might look different from our standard school approach, while we take all necessary actions to prepare for a longer period of remote teaching. If we are in a national or local lockdown then the remote learning will simply continue as normal.

What should my child expect from immediate remote education on the first day or two of pupils being sent home?

In the first instance (unless we are in a national or local lockdown and hence all the learning is remote), your child's teacher will email two weeks of links to online learning for your child to complete. This will be either through Oak Academy lessons or the HAMWIC Youtube channel.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Objectives and lessons may be adapted to suit virtual learning delivery but the content delivered broadly mirrors the curriculum of the school year and the needs of the children. However, we have needed to make some adaptations in some subjects. For example, parents will not have access to the same resources we would have in school for some practical subjects such as PE or Science therefore we will adapt lesson planning to reflect this.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly 4 hours a day as per government guidance. Here is an example timetable:



Basic Daily Timetable for Online learning AND key worker bubbles

| <u>Year 3 and 4</u> | | <u>Year 5 and 6</u> | |
|----------------------|--|----------------------|--|
| <u>8.40 -9.00</u> | Home Room - Live Register Daily Timetable Links for the day Reminders | <u>9.10-9.30</u> | Home Room - Live Register Daily Timetable Links for the day Reminders |
| <u>9.00 - 9.30</u> | Reading Reading Planets/Reading Plus | <u>9.30 -10.00</u> | Reading Reading Plus/Reading Planets |
| <u>9.30 - 9.45</u> | Lesson 1 Input lesson - live or recorded | <u>10.00- 10.20</u> | Lesson 1 Input lesson - live or recorded |
| <u>9.45 - 10.20</u> | Lesson 1 tasks Adult available online if needed | <u>10.20 -11.00</u> | Lesson 1 tasks Adult available online if needed |
| <u>10.20 - 11.00</u> | BREAK | <u>11.00 - 11.40</u> | BREAK |
| <u>11.00 - 11.15</u> | Lesson 2 (English/Project) Input lesson- live or recorded | <u>11.40 - 12.00</u> | Lesson 2 (Project) Input lesson- live or recorded |
| <u>11.15 - 12.00</u> | Lesson 2 tasks Adult available/online | <u>12.00 - 12.30</u> | Lesson 2 tasks Adult available/online |
| <u>12.00 -13.00</u> | LUNCH | <u>12.30 -13.30</u> | LUNCH |
| <u>13.00-~13.15</u> | Lesson 3 Input lesson- live or recorded | <u>13.30 -13.50</u> | Lesson 3 Input lesson- live or recorded |
| <u>13.15 -14.15</u> | Project tasks | <u>13.50 - 14.40</u> | Project tasks |
| <u>14.15 - 2.45</u> | Check Out - Live Timetable for following day Storytime Assembly | <u>14.40 - 3:10</u> | Check Out - Live Timetable for following day Storytime Assembly |

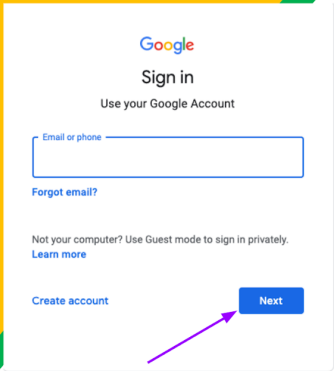
Accessing remote education

How will my child access any online remote education you are providing?

All children have access to Google classroom where all pupils' learning will be available.

A full 'How to' guide is available on the schools website under Key Information - Home Learning offer

Getting Started



4

Type in your **Google Email address** & click "next."

This should be given to you on a letter and will end in **@shirleyschools.co.uk**

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Laptops for pupils who do not have a suitable device at home as well as dongles for pupils to access the internet.
- Alternative paper pack provision for pupils who are unable to access digital learning due to their individual circumstances,
- In school provision for any pupil who is vulnerable or whose parents are critical workers.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

- Live lessons taught by the children's year group teachers - children have live daily homeroom and checkout sessions and at least one other live lesson a day. All of the live lessons are also recorded and uploaded to Google Classroom,
- Pre-recorded lessons recorded by their year group teachers,
- Use of Oak Academy/White Rose Hub/HAMWIC YouTube channel for specific lesson objectives,
- Learning apps such as ReadingPlus, TTRockstars and Reading Planets to support children with developing basic skills.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Children will be encouraged to access and follow the timetables set by their teachers as closely as possible and in most part do this independently. We know that in some instances sharing devices, problems with internet access or sickness may impact this; in these instances children are able to access learning through the classroom using recordings. We ask that you notify teachers if this is the case.

Tasks will be set by teachers in Google Classroom following live or prerecorded teaching; they will be either 'practice' tasks or 'prove it' tasks:

-Practice tasks - allow children the opportunity to practice/reinforce a new skill or concept and these can be done with support from their teacher, peers or parents at home if needed. These tasks should be undertaken in the time provided after a lesson and children get as far as they can before handing learning in.

-Prove it tasks - these are an opportunity for children to show their teachers what they can do independently. These will be tasks on which teachers give feedback and next steps to children so they know how to improve for next time. These tasks will have a due date and are expected to be handed in for teachers to track.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Daily registers at the beginning of the day are taken in 'Home Room' for both key worker bubbles and those remote learning. Children who are absent for these and are not handing in their tasks are contacted first by their class teacher or year group TA to check in, this is then escalated to SLT for children with continued lack of engagement.

Teachers track closely the 'Prove it' tasks; these pieces of work allow children to celebrate successful learning and challenge them to reflect and improve with next steps and targets. Weekly 'Marvellous Me' communication from class teachers to parents highlight successes for children in their home learning and challenges/targets for a child for the week ahead.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

-Prove it tasks: using the marking code familiar to students in school, teachers will highlight successes in meeting objectives in green and highlight next steps or something to reflect on in pink.

-Practices: Feedback may take place at the point of learning whilst children undertake their answers with verbal comments, self checking techniques and peer support. The private comment feature within Google Classroom will allow the pupil and teacher to discuss to support effective learning.



Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in some or all of the following ways:

- Differentiated work taught by the year group teachers and differentiated activities at a level suitable for the child
- Reduced expectations of the amount of time spent on activities
- 1:1 lessons from a teaching assistant
- Regular 1:1 check-ins
- Children with an EHCP may receive a different timetable and 1:1 remote support from their 1:12 teaching assistant in each lesson

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In this circumstance, you will either follow the two weeks of HAMWIC YouTube lessons, or join in with the teaching in school via Google Classrooms, or a mixture of both of these depending on the nature of the learning in school.



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.



www.nationalonlinesafety.com Twitter - @natonlinesafety Facebook - /NationalOnlineSafety Instagram - @nationalonlinesafety

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 20.03.2020