



Cliffe VC Primary School

Remote Learning Policy

Title	Author	Approved		Review Date
Remote learning policy	AB	Full Governing Body	July 22	July 24

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1. Aims

This Remote Learning Policy aims to:

- › Ensure consistency in the school's approach to remote learning
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection
- › To ensure the wellbeing and safeguarding of all involved stakeholders.

2. Roles and responsibilities

2.1 Teachers

In the event of individual pupils being away from school while awaiting the results of a COVID test –

Teachers will be expected to provide 'light touch' remote learning tasks. This may include:

- Additional reading resources.
- Additional spelling practise.
- Recommendations to access established online learning tools such as 'Doodle Maths', 'Times Table Rockstars' etc.
- Research on the class topic

In the event of individual pupils being away from school during a period of self-isolation –

Teachers will be expected to provide more comprehensive remote learning tasks. This may include:

- Those measures mentioned above.
- Paper copies of any appropriate resources / worksheets etc which are currently being used in class. These can be made available to be collected by parents / carers etc as necessary.
- Digital copies of any appropriate resources / worksheets etc which are currently being used in class. These can be made available to be collected by parents / carers etc via SeeSaw.
- At least weekly feedback, typically a short written paragraph, sent to the pupil via SeeSaw.

In the event of a national or local 'lockdown' preventing traditional lessons from taking place OR the closure of their own 'class bubble' due to confirmed COVID infection.

Teachers will be expected to adhere to the following approach, providing immediate and robust 'remote education' in place of traditional classroom delivery.

Teachers must typically be available between 8.30am and 4.00pm. They should typically be present within the school building (subject to appropriate risk assessment) throughout this period. If they're unable to work in this way 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. Any application for regular amendments to these working hours / conditions must be made to the Headteacher and be approved by the Governing Body.

See Appendix 1. for an overview of the typical 'Remote Learning Day' to be delivered in the event of such a local / national lockdown.

See Appendix 2. for an overview of the typical 'Remote Learning Week' to be delivered in the event of such a local / national lockdown.

Teachers are responsible for:

➤ Planning work:

- Planning a programme that is of equivalent length to the core teaching pupils would receive in school and includes daily contact with teachers (detailed below under 'Keeping in Touch')
- Plan work for all pupils within their established class group – with due care given to providing differentiated tasks to those of differing abilities when at all possible.
- Plan using a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to our school's curriculum expectations.
- Planning will include, but not be limited to, the use of
 - White Rose (Mathematics)
 - The Oak Academy (English)
 - Stem Learning (Science)
 - BBC Bitesize (Foundation subjects)
- Planning should be coordinated with other teachers to ensure consistency across the school/subject and to make sure that knowledge and skills are built incrementally.
- Planning will make provision for appropriate tasks which are to be completed by pupils either digitally or physically.
- In planning tasks, thought should also be given as to how these can be assessed and feedback given.
- Staff should be mindful of setting tasks which provide sufficient opportunity for all pupils to continue to develop their writing skills, at a level appropriate for their stage of development. These will likely be 'pencil and paper' activities rather than digital.
- Where appropriate teachers should plan to provide printed resources, such as textbooks and workbooks, when it is necessary to do so. They should also make such provision more frequently for pupils who do not have suitable online access.
- When planning work teachers must recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum which can be accommodated within these constraints.

➤ Setting work:

- Both teaching and tasks will be given to all pupils within their established class group on a daily basis throughout the working week.
- Participation in / completion of this work should typically take the pupil something in the region of five hours per day to complete.
- This work will be set at the beginning of each day following an initial input from the class teacher (detailed below under 'Keeping in Touch').
- Work will typically be distributed to pupils via the SeeSaw app and / or via emails containing hyperlinks or attached documents.
- The work set will include frequent, clear explanations of new content, delivered by the teacher in question or through high-quality curriculum resources or videos.

➤ Providing feedback on work:

- Completed work from pupils will typically be submitted via SeeSaw.
- Feedback will be shared as soon as is reasonably possible and within a timeframe which effectively supports the progress of pupils. If work is submitted within the immediate time frame in which it was set, eg if Maths work set during that days initial input was submitted between 9.45am and 11.00am the same day then staff will make best endeavours to return feedback within that same session. However if work is submitted after this session has finished then feedback will be given within a reasonable time frame, typically within 24h working hours.
- Feedback will typically be submitted via SeeSaw.
- Feedback given will typically be of a similar style / content to that with which pupils are familiar and celebrate success while supporting progress.
- This process (alongside those detailed under 'Keeping in Touch') will enable teachers to adjust the pace or difficulty of what is being taught in response. This may include, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

➤ Keeping in touch with pupils and parents:

- Teachers are expected to 'make contact' with pupils on at least a daily basis, typically beginning the day with a 'video conference' in which they will take a class register and outline the learning to come.
- In addition teachers will make individual contact with pupils throughout the course of a week to support the feedback process and gauge how well pupils are progressing through the curriculum.
- Teachers will arrange an 'Introductory session' for parents / carers before the commencement of a period of remote learning and may do so again intermittently throughout the period of remote learning. These will be held to support parents / carers in understanding how to best support the home learning process and to clarify expectations within specific areas of work.
- Teachers are expected to undertake the duty of answering emails from parents and pupils in a professional and timely manner. All emails should typically be acknowledge / replied to before the close of the following working day. However when doing so would place an unreasonable burden on teacher (e.g. requiring staff to answer emails outside of working hours) then this period may be longer.
- Complaints or concerns conveyed by parents and pupils should be shared with the Headteacher.
- Any safeguarding concerns which come about as part of the contact process should be shared with the DSL / Deputy DSL as per standard school policy.
- If in the course of any communication with pupils / parents a member of staff feels professional standards are being compromised or the situation presented jeopardises their integrity or wellbeing then they retain the right to terminate that communication without explanation or professional consequence. Any such incident should be recorded and reported to the Headteacher immediately.
- Recurrent issues of pupils non-participation in work or disruption to virtual learning sessions should be raised with parents / carers and a record of this retained.

➤ Attending virtual meetings with staff, parents and pupils:

- All issues covered as standard under our Staff Code of Conduct continue to apply to all facets of remote learning and breaches of these will be addressed accordingly.

- When participating in video sessions staff should give due care to appearance, as outlined in the Code of Conduct.
- Locations used for capturing video sessions should be carefully chosen and ideally be within the school building. (e.g. avoid areas with background noise, nothing inappropriate in the background).

➤ Teacher absence / ill health:

- If staff 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.
- Standard principles around staff absence continue to apply during any periods of remote learning.
- Staff will not be expected to perform the duties outlined above during any period of ill health etc which would normally see them away from the workplace.
- Staff would be expected to perform the duties outlined above during any period of quarantine whilst awaiting a COVID test outcome, should ill health not prevent them from doing so.
- In the event of a class teacher being 'absent' during a period of remote learning due to ill health it is likely that the remote learning for their 'bubble' would revert back to provision outlined under **Section 2.1 - 'In the event of individual pupils being away from school while awaiting the results of a COVID test'**.

2.2 Teaching assistants

Teaching assistants must be available to work their contracted hours throughout any period of remote learning. 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. Any application for regular amendments to these working hours / conditions must be made to the Headteacher and be approved by the Governing Body.

Teaching assistants may be asked to assume responsibility for a variety of tasks throughout this period, as advised by the Headteacher. These are not limited to but may include being responsible for:

- Supporting teachers in the preparation of resources for remote learning tasks.
- Providing feedback to pupils via SeeSaw under the direction of the class teacher.
- Working in school, to support those pupils still able to access in person provision as outlined in any guidance received relating to the wider school closure. This may entail working on a rota system, potentially including pre-agreed rearrangements to working hours, up to but not exceeding contracted working hours per week.

2.3 Headteacher

Alongside any teaching responsibilities, our Headteacher will be responsible for:

- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – this will be done 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 overseeing data protection and safeguarding considerations.

2.4 Designated safeguarding lead

The DSL is responsible for:

- › Ensuring all aspects of our Child Protection Policy remain suitable and in place.
- › Overseeing any amendments or addendum that need to be made to this policy in light of the prevailing context.
- › Fulfilling all other aspects of their role as required.

2.5 Pupils and parents

Staff can expect pupils to:

- › Be contactable during the required times – although with consideration given to family / home life contexts.
- › Complete work to the deadline set by teachers.
- › Seek help if they need it.
- › Alert teachers if they're not able to complete work.

Staff can expect parents to:

- › Make the school aware if their child is unwell or otherwise can't complete work.
- › Seek help from the school if they need it.
- › Support their children in their remote learning tasks to the best of their ability.
- › Be respectful when communicating with staff and ensure all appropriate aspects of our 'Adult Behaviour Policy' are upheld.

2.6 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 systems are appropriately secure, for both data protection and safeguarding reasons.
- › Maintaining an overview of the health and wellbeing of staff.

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- › Issues in setting work – talk to the relevant subject lead or SENDCO
- › Issues with behaviour – talk to the parent / carer and / or Headteacher
- › Issues with IT – talk to Computing Lead, Mr J Hedges
- › Issues with their own workload or wellbeing – talk to Headteacher and / or Governor
- › Concerns about data protection – talk to the Headteacher
- › Concerns about safeguarding – talk to the DSL / Deputy DSL.

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Utilise established and risk assessed means of doing, such as Scholarpack, SeeSaw etc.
- Use only those devices issued to them by Cliffe VC Primary School.
- Report any potential or actual breaches of data security to the Headteacher.

4.2 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.

5. Safeguarding

In the event of a school closure our Child Protection and Safeguarding Policy still applies to all interactions between pupils/students and staff.

In that policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home, in the community or at school.

During periods of remote learning the 'Pupil Attendance Policy' will continue to apply, all be it in a remote context. 'Non-attendance' will still be recorded and followed up in the usual way and any concerns around significant absence or pupils 'missing from education' followed up in the same way.

In event of a school closure or if an individual pupil/student is self-isolating, the primary responsibility for the pastoral care of a pupil/student rests with their parents/guardians. However our school has in place a 'check in system' under the supervision of the Designated Safeguarding Lead to monitor both academic progress and the general wellbeing of all pupils/students.

Class teachers, form and subject tutors are expected to pass on feedback, concerns through designated channels, particularly if there is lack of communication and engagement. Where concerns are escalated to the Designated Safeguarding Lead, then appropriate action will be taken.

When a vulnerable child (a child who has a social worker or may be linked to multiple external agencies) is asked to self-isolate, schools will notify their social worker. School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

The DSL will also check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

6. Monitoring arrangements

This policy will be reviewed annually by Adam Blackwood, Headteacher. At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1. Overview of the typical 'Remote Learning Day' to be delivered in the event of such a local / national lockdown.

The typical day will run as follows –

- **From 9.15am** – Pupils can enter the 'waiting room' for their own class Zoom session.
- **9.30am** – First Zoom session commences – Teacher led. This initial session will include a welcome to the day and an input for Mathematics. This Zoom session will end at approximately 9.45am.
- **9.45am** - Pupils will be directed to the appropriate work from their paper pack, to be completed over the following hour. If difficulties are encountered pupils can send a message via SeeSaw and / or reenter the Zoom waiting room, requesting additional support. Once complete these can be photographed and returned using SeeSaw. Pupils will receive written / recorded feedback from the teacher on this work in due course – often within this session when possible.
- **11.00am** – Second Zoom session commences – Teacher led. This session will introduce and direct pupils to their English work for the day. This will generally be based on the DfE advised Oak Academy website. This Zoom session will end at approximately 11.15am.
- **11.15am** - Pupils will be directed to the appropriate work on Oak Academy, to be completed over the following hour. If difficulties are encountered pupils can send a message via SeeSaw and / or reenter the Zoom waiting room, requesting additional support. Written responses can be recorded in the designated work book. Once complete these can be photographed and returned using SeeSaw. Pupils will receive written / recorded feedback from the teacher on this work in due course - often within this session when possible.
- **1.15pm** – Third Zoom session commences – Teacher led. This session will outline broader curriculum work (eg – science, art, geography etc) to be completed that afternoon. This Zoom session will end at approximately 1.30pm.
- **1.30pm** - Pupils will be directed to the appropriate work / set a task, to be completed over the following hour and a half. If difficulties are encountered pupils can send a message via SeeSaw and / or reenter the Zoom waiting room, requesting additional support. Once complete work can be photographed and returned using SeeSaw. Pupils will receive written / recorded feedback from the teacher on this work in due course - often within this session when possible.
- **3.00pm** – Fourth Zoom session commences – Teacher led. We will reflect on the afternoons work, share a story, talk about what is to come tomorrow etc. Time within this session will also be given for the pupils to engage in more 'social' activities – group chat, pupil led quizzes, show and tell etc. This Zoom session will end at approximately 3.30pm.

Appendix 2. Overview of the typical 'Remote Learning Week' to be delivered in the event of such a local / national lockdown.

The typical week will run as follows –

	AM Session 1 9.15am	AM Session 2 11.00am	PM Session 1.15pm
Monday	English	Maths	Learning For Life (PSHCE)
Tuesday	English	Maths	Geography / History
Wednesday	English	Maths	PE – Gym (whole school – led by coach)
Thursday	English	Maths	Science
Friday	English	Maths	Broader Topic