



Barton Church of England (VA) Primary School
Remote Learning Policy

Introduction

This Home/Remote Learning Policy details systems and technology that staff might use to ensure high quality education for our children should remote learning be required. The school's usual Online Safety Policy and Acceptable Use Agreements still apply at such times. The staff remote learning leads are Mrs Martin and Mr Pastor. Any concerns, questions or feedback can be communicated through the school office email. If you are unable to access the internet or require support in accessing digital devices, please get in touch with Mrs Martin, Mr Pastor or office staff.

1. Aims

This Remote Learning Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of specific circumstances or following government guidance
- Make clear our expectations of staff who may be self-isolating, but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in our approach to remote learning for all pupils, including PP, vulnerable pupils and those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of our school's broad curriculum, as well as support of for pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback

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- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them, as far as is possible

2. Who is this policy applicable to?

In the case of exceptional circumstances:

- All children who are unable to attend due to the full or partial closure of school caused by unforeseen circumstances.

In the case of lockdown:

- Children who are not deemed to be vulnerable or whose parents are not critical workers and may therefore not be permitted to be in school according to the government's restrictions.
- Children who are vulnerable, including PP, FSM, SEMH and SEND pupils, but whose parents have chosen **not** to send them into school during lockdown.

When school is fully open:

- Children who are absent because they are awaiting test results and the household is required to self-isolate. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will broadly mirror that being taught to the rest of the pupils who remain in school
- Children who are part of a 'whole bubble' which is not permitted to attend school because a member of their bubble remains in isolation due to government restrictions.

3. Resources

Resources to deliver this Remote Education Plan include:

- Online tools and information for parents to support home learning will be available on the school website
- Information for parents: Website, Barton Bulletin, Parentmail, Zoom meetings for Parent Consultations, class assemblies, and remote lessons
- Use of video for Collective Worship and to support Maths and English learning
- Offer of CGP activity books at reduced price for parents to purchase
- Books and other physical learning materials – resource packs and exercise books provided for all children to record their home learning, with reading books available for pupils to access in the school lobby.

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The detailed remote learning planning and resources to deliver this policy can be found here:

- Model timetable and structure for remote learning – teachers to provide model timetable on class learning for English and Maths, Foundation subjects and PE on website under 'Remote Learning' (hyperlinks on daily timetable) or on Google Classroom
- Any downloadable, printable resources on class pages on our school website (hyperlinks on daily timetable or on Google Classroom)
- Curriculum resources/maps/plans including for subjects other than English and Mathematics – as above
- Teacher Code of Conduct for phone calls/live video/recorded video including safeguarding measures, reference Teacher Standards
- Pupil expectations for behaviour during Zoom lessons/Google Meets reflecting the Barton "B's"
- All necessary links will be attached to Remote Learning timetables as appropriate to each class.

4. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including Core Subjects, Foundation Subjects, RWE and PE
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning
- Those who cannot attend school will access the same resources to that which the rest of the class is using within school
- Activities will be varied and not solely consist of 'screen time'; for example, writing, outdoor activities, art and craft
- Teachers will have access to a wide variety of resources to share remotely – see above
- Resources will be quality assured by subject and senior leaders, who will continue to monitor resources
- Staff will have the training they need to provide online learning safely
- All pupils will have access to the resources they need to learn. We will ensure this by keeping in communication with all families, email, telephone calls, Zoom, home visits as permitted (according to Government guidance).
- Teachers will communicate the purpose of activities and their success criteria for pupils, by clear learning expectations and feedback following work

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- Pupils will access remote learning resources as part of in-school delivery, so that they become used to these ways of working through regular access both in school and at home
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by Zoom teaching and regular communication with SENCO and 1-1 TAs
- Staff workload will be managed by the Headteacher and Senior Leadership Team. Staff wellbeing will continue as an item on staff meeting agendas
- Leaders will measure engagement in remote learning through communication with class teachers and families. This information to review provision and make changes as necessary

5. Working with Parents

- We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND), and vulnerable children including SEMH, PP and FSM families
- We will provide guidance to parents on how to use all IT platforms, including children's passwords
- Resources will be shared with pupils and parents via the school website and email with home delivery as necessary
- We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible
- Should parents be unable to access online work for any reason, they should contact the Headteacher/Class teacher so that other arrangements can be made
- All children sign an 'Acceptable Use Policy' at school which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should remember the importance of e-safety at all times

6. Roles and responsibilities

Senior and subject leaders

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Leading virtual meetings to ensure consistency across the year/subject
- Monitoring the effectiveness of remote learning, including by Google Classrooms and other learning platforms in partnership with class teachers, SLT, the Headteacher and the Governing Body
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning

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- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Teachers

- Teachers will be provided with the necessary training on how to use a variety of remote learning platforms.
- When providing remote learning, teachers must be available during normal school hours.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes ensuring all work is equally accessible for pupils at school and at home
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work using the appropriate online platforms as listed above
- EYFS teachers will set daily challenges for our youngest children
- Daily English and Mathematics work and at least one other subject.
- Planning and resources will be completed by class teachers by the Friday of each week and uploaded to the school website by 8am on the Monday of the following week.
- Resources on Google Classroom will be “made live” to parents and pupils at 8am each day

Providing feedback on work:

- Reading, writing and mathematics work as appropriate to each year group.
- Work in other subjects will be acknowledged with suggested improvement points provided and achievement celebrated as appropriate.
- The frequency with which teachers will provide feedback to learning will be dependent on the work completed.
- Teachers will endeavour to respond to the children on a daily/weekly basis, celebrating success and addressing and supporting misconceptions.

Keeping in touch with pupils who aren't in school and their parents:

- Teachers are expected to make weekly contact, via emails, phone calls or lessons held via Zoom/Google Classroom.

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- If there is a concern around the level of a pupil's engagement, the teacher should make contact with the family, offering help and support. If this lack of engagement continues, staff should speak to the Headteacher.
- Teachers should only use their school email address to communicate with parents and pupils. All parent/carer emails should come through the school admin account.
- Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
- Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the Headteacher, SENCO or SLT.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.
- Teachers will respond promptly to requests for support from families at home, by telephone, email or via a Zoom call.
- Any complaints or concerns shared by parents or pupils should be reported to SLT or the Headteacher for any safeguarding concerns, refer immediately to the DSL (Headteacher).
- A record should be kept of each contact made with each pupil when the whole cohort is working remotely (on Google drive for access by all members of school). 'Contact' includes work handed in, emails received, Zoom calls or telephone calls.

Staff who are required to self-isolate are expected to:

- Follow the normal reporting procedure for planned absence.
- Following contact with school, the School Business Manager may set up a referral to Occupational Health to support that individual.
- Obtain a test and share the result of it with school so that appropriate plans can be made.
- If unwell themselves, teachers will be covered by another staff member. Planning and other activities will not be undertaken until the teacher is fit for work.

Teaching Assistants

Teaching assistants must be available during their usual 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.

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During the school day, teaching assistants must complete tasks as directed by a member of the SLT.

- Cover in other areas of the school as directed by the Headteacher or SENCo.
- Assisting the class teacher with supporting pupils
- Preparing home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school improvement priorities

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils

The School Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

IT Support

The ICT Service will provide support for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Class Teachers or Support Staff will provide support for:

- Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day

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- 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.

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the School timetables on the School website
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by email/telephone or by contacting the school office via email/telephone
- Be respectful when making any complaints or concerns known to staff

Governing Body

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible, and that learning is equally accessible to all
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

7. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

8. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft

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- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date

9. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to the Designated Safeguarding Lead, Mrs Julie Martin or the Deputy DSL, Ms Wendy Bartlett. All safeguarding policies and procedures continue to apply. Staff will continue to follow the guidance that provided during the annual update training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

10. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

11. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- E-Safety Policy

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