

Newbold Verdon Primary School



Remote Learning Policy

Adopted by Staff

February 2021

Signed by Chair _____

Statutory Policy

Review date: February 2024

Remote Learning Policy

In the event of a school closure the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as a longer-term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time.

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- a) Regular direct instruction from teachers, with the ability of learners to ask questions online through the chosen platform (e.g. Tapestry or Seesaw).
- b) The setting of work that learners complete online or in writing which is then returned to the teacher electronically.
- c) The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided. Learners and teachers are expected to have access to the internet whilst at home; the school recognises that



many families may not have home printers and will therefore not require the printing of material.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

Live sessions

Academic subject areas may also arrange for teachers to deliver content in a 'live' manner (either by text or audio and/or visual means). There is no expectation of teachers to carry out live sessions.

Selected platforms will allow for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real-time'. Learners will be provided with sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with learners able to respond to teachers' questions (and ask them) via the conversation functionality.

Learners will be provided with a school email address to avoid any issues regarding GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research.



- Children working in school (keyworker children and vulnerable children) on the identical tasks may receive similar feedback or verbal feedback from the teacher or LSA's.

Expectations of learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Learners will also be expected to read and respond to communication from the school on a regular basis.

Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect learners to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case learners do not have access to them at home.

The school will not expect that all parents have internet access at home to access remote learning resources. The school will provide ICT equipment on loan and paper and writing equipment if required.

Expectation of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device.

The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies. Under normal circumstances, subject areas take different approaches to the setting and assessment of learners' work – for example, the frequency of substantive task set, and the regularity of written assessment provided – and subject area policies will be applied in the event of remote learning. Tests will be postponed until a suitable time once students return to school.

In order that we are providing a consistent approach, subject leaders are responsible for overseeing the nature and frequency of tasks set and assessed within their subject areas. All teachers should pay due care to the nature of tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of SMT to ensure work is set to her/his classes.



Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialing 141 before the number will ensure the teachers own number is kept anonymous). If contact is deemed excessive escalate to SLT.

All communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 4.30PM, although responses should be made to electronic messages within one working day in normal practice. For those who are on part time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Email using school email addresses only using agreed platforms such as Tapestry, Seesaw and Zoom.

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. Advice can be sought from the SENDco. In addition, the SENDco will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feedback to teachers using CPOMs if required.

Pastoral care during a school closure

In the event of a school closure, the primary responsibility of pastoral care of a learner rests with their parents/carers. However, teachers should check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to the Senior Leadership Team, particularly if there are concerns or a lack of communication. If children are not engaged in remote learning a weekly call home will be necessary to understand any barriers to learning. CPOM any findings.

Safeguarding during a school closure

In the event of a school closure, pupils, parents, carers and teachers are reminded that the schools child protection and safeguarding policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Monitoring Arrangements

This policy will be reviewed every two years by the Headteacher and teaching staff.



Links to other policies

- Behaviour Policy
- Child Protection Policy
- ICT Acceptable Use Policy
- Staff Code of Conduct



Appendix 1

Guidance for pupils

During video calls with your teachers it is really important that you stick to these rules:

- An adult is with you during the video call.
- You are in either your dining room, living room or kitchen and preferably not your bedroom.
- You must be dressed and ready to learn.
- Please remember that the video conference is part of school. You must be respectful to staff and other pupils. School rules still apply.
- Staying safe online – keeping yourself, your classmates and your teacher safe.
- Do not record or take pictures of your teacher or classmates during your sessions.
- Zoom lessons may be attended by another adult member of staff or aurally recorded for safeguarding purposes.

Appendix 2

Guidance for teachers

- Ensure that your behaviour expectations are clear. Share the guidance in appendix 1.
- Ensure that you set up your lesson so each student has to be admitted by you with their camera on – so you can check it's them.
- Ensure you have the control to eject a student **and** to end the session for all.
- Ideally have control to turn off a student's mic and camera yourself if you can.
- Any behaviour issues – report them to SMT and/or parents.
- Report any safeguarding issues to a DSL.
- Record the lesson (aurally only) but always forbid students from recording it on phones etc.



- Invite a second member of staff into the meeting if possible, to monitor the children and provide safeguarding support to you.

Conduct of teachers

- Staff are to dress appropriately – as you would for school.
- Staff are to be mindful of the background and use the conceal functions if available.
- Presume your camera is on, even if you think it is off.
- Aurally record the lesson or invite a staff member to support in safeguarding.
- Report any concerns to SMT immediately.

Appendix 3

Examples of the type of remote learning to be provided to each cohort:

Learning Expectations for each year group (Main School):

EYFS:

These are the expectations for EYFS:

Daily reading on Bug Club for 10 minutes.

Daily engagement with phonics lessons and phonics writing (15 minutes)

Daily engagement with maths lessons and maths activity (20 minutes)

Read daily super sentences (5 minutes)

Daily fine motor activity (10 minutes)

Daily topic work (History, Geography, Music, PSHE, RE) (30 minutes)

Daily PE (30 minutes)

Daily Squiggle while you Wiggle (10 minutes)

Monday and Friday - live zoom lessons.

Year 1 and 2

15 minutes phonics

10 mins Spelling Shed

10 minutes Maths Shed or Maths Factor

15 minutes Bug Club

30 minutes of English and Maths each

1 hour of Wider Curriculum



Year 3 and 4

English and Maths – 45 minutes to 1 hour each (online learning)

Reading – 20 minutes Bug Club

TT Rock Stars – 10-15 minutes

Spelling Shed – 10-15 minutes

Wider curriculum – 1 hour

Vocabulary – 10-15 minutes

Year 5

Spellings - 15 minutes

Guided Reading - 15 minutes

English - 1 hour

Maths - 1 hour

Foundation subjects - 1 hour

Reading - 15 minutes

Year 6

Spellings - 15 minutes

Grammar - 15 minutes

English - 1 hour

Maths - 1 hour

Foundation subjects - 1 hour

Reading - 15 minutes

