



# Remote Learning Policy

Approved by: FGB Andrew Bethell Chairman

Date: May 2022

Last reviewed on: September 2021

Next review due by: 2024

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## 1.Aims

This remote learning policy 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

- The head teacher has the main responsibility for ensuring that systems and procedures are in place for a quality remote learning service and provision to all children
- The IT leader will monitor pupil access and ensure that all staff are trained in fully managing the learning platforms
- The IT leader will work alongside the IT technicians in ensuring that all devices are usable and accessible
- The IT technicians are responsible for ensuring that all technical matters are addressed before and during the uptake of remote learning
- The senior leadership team will monitor the remote learning offered and ensure staff are consistently delivering a high quality service throughout the school
- Subject leaders will monitor the full coverage of a broad and rich curriculum offered
- The SENCO will be responsible for ensuring an inclusive learning model to all pupils with Individual Education Plans and Care Plans
- The school office /admin team will be responsible for organising the delivery of hard copy learning packs, where necessary, to children who cannot access online learning from home

### 2.1 Teachers

When providing remote learning, teachers must be available between 9:00 am and 3:00 pm.

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:

› Setting work:

- For all pupils in their class. If the parallel class teacher is unable to cover their class due to illness or absence, teachers will be expected to share their plans with the parallel class
- Daily lessons in line with the established timetable arrangements
- The work will need to be set up the previous day by 4:00 pm
- Work will need to be uploaded onto ClassDojo
- Any alternative provision for children, such as hard copy packs will be prepared by in-school support staff under class teacher instructions. The school office will ensure hard copy packs are distributed to named children
- In the case of a year group isolation, parallel teachers will liaise in order to ensure the same curriculum is delivered throughout the year group

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

- 'ClassDojo' will continue to be used as a communication system for contacting pupils and parents who are not in school
- Teachers are not expected to respond to parent/carer messages outside of working hours (9-3pm)
- Any parent/carer complaints deemed difficult to handle will be passed onto the head teacher or deputy heads as normal in-school procedures
- If pupils are failing to complete work, parents will need to be notified by phone or by email. If the concern escalates, then it should be passed onto the head teacher or deputy heads as normal in-school procedures

› Attending virtual meetings with staff, parents and pupils:

- Ensure that dress code remains professional and smart
- Please avoid carrying out virtual meetings in areas with background noise or inappropriate background imagery including personal photographs
- In the case of individual pupil isolation, teachers/support staff should have an isolation pack ready for children to access on ClassDojo

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9:00 am and 3:00 pm and should be guided by teachers to support children in their online learning through ClassDojo

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

Attending virtual meetings with teachers, parents and pupils:

- Ensure that dress code remains professional and smart
- Please avoid carrying out virtual meetings in areas with background noise or inappropriate background imagery including personal photographs

## **2.3 Subject Leaders**

Alongside their teaching responsibilities, subject leaders are responsible for:

- Ensuring subjects are being delivered to a high standard consistently throughout the school
- Monitoring the remote work set by teachers and to give constructive advice via email
- 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 – 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:**

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct school policy

Alerting all staff to signs that a child may be at risk of harm online, and act on any concerns immediately, following normal in school reporting procedures

The DSL will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online.
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online
- Ensuring staff approach video calling and phone calls in a professional manner, following the guidelines set in 2.1/2.2

## **2.6 IT staff**

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- 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
- 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 – although they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

**Staff can expect parents with children learning remotely to:**

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

## **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:

- Any SEN issues – contact the SENCO (Maureen Dyer)
- Any behaviour issues affecting the child's learning- contact a member of the senior leadership team
- Issues with IT – contact Barbara Owusu
- Issues with their own workload or wellbeing – contact Stav Stavrinou or Maureen Dyer
- Concerns about data protection – talk to the school business manager/IT team
- Concerns about safeguarding – contact DSL Maureen Dyer

### **4. Data protection**

- 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). This means if the device is lost or stolen, no one can access the files.
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends. If the device is used by family members, please ensure that you have a separate login details.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

## **5. Safeguarding**

The school will always follow the statutory safeguarding guidance 'Keeping Children Safe in Education' and if anyone has a concern about a child, they should act on it immediately by contacting the school either by phone or through our designated safeguarding email...

Our digital platform, ClassDojo provide a safe digital environment. In the event of individual, partial or whole school absence the safeguarding team will contact all families classed as vulnerable and signpost further support where needed. Teaching staff will follow school standard reporting procedures for any safeguarding concerns including mental wellbeing and online bullying.

**The Designated Safeguarding Lead is Maureen Dyer**

## **6. Monitoring arrangements**

This policy will be reviewed on a yearly basis by the head teacher. 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
- Online safety policy

## 8. Our Four Tier Approach:

### TIER 1: REMOTE LEARNING FOR HOMEWORK

Homework at Crowland Primary School is issued weekly via our online platform, ClassDojo. Class teachers post the homework on the platform, every Friday for children to complete. Children are then expected to photograph their work and repost it onto the site by the following Wednesday. The teacher will then view the homework and feedback to the children via ClassDojo. Homework is often linked to the curriculum being taught in school and is used as either a consolidation tool or to introduce the following week's learning.

We encourage parental support with remote learning but also understand that every family has time constraints so ClassDojo has been set up to ensure that children can complete the tasks and work as independently as possible.

*Our key aims for remote learning homework at Crowland are:*

- To echo the high-quality provision of our classroom teaching and the curriculum expectations
- To consolidate classroom learning and build confidence in pupil understanding
- To support parental engagement and give them access to their child(ren's) learning
- To encourage independence and prepare pupils for the next stage of their education

Teachers will also issue points via ClassDojo to inform parents if homework has been completed. Gaps in children's understanding will be addressed through classroom teaching the following week.



## TIER 2 : REMOTE LEARNING FOR INDIVIDUALS

In the event that a pupil cannot be in school and is learning from home, we will ensure a seamless transition to remote learning via our online platform, ClassDojo. First and foremost pupils are encouraged to access the homework set for their year group. In addition a member of staff will upload a selection of the class work, focusing on core subjects.

School staff will monitor the work uploaded to the remote learning folders and give feedback where relevant. Whilst a child's bubble are still in school, throughout the day, all teachers will be teaching their classes. The time teachers have to prepare high quality lessons and provide meaningful feedback along with their other duties within the school is restricted. Therefore, the school do not expect teachers to provide detailed feedback.

Should pupils wish to contact the school they can do so by replying to the feedback or sending a message on ClassDojo between the hours of 9am and 3pm, during weekdays. Parents can also enquire about learning via the ClassDojo app, however, any other enquiries or requests should come via the school email.

## TIER3: REMOTE LEARNING FOR PARTIAL CLOSURE

In the event that the school needs to close a class or year group, that bubble will transfer to daily remote learning. The school will provide a timetable of work for pupils who are well enough to participate and where possible the work will be provided by their class teacher. The timetable will be of equivalent length to the school day and cover the same curriculum expectations.

School staff will monitor the work uploaded to the children's portfolios and give feedback where relevant. Should pupils wish to contact the school they can do so by replying to the feedback or sending a message on ClassDojo between the hours of 9am and 3pm, during week days. Parents can also enquire about learning via the ClassDojo app, however, any other enquiries or requests should come via the school email.

If your child is unable to access remote learning please contact us for assistance.

## TIER4: REMOTE LEARNING FOR FULL CLOSURE

The school will endeavor to remain open to pupils wherever possible, however should a full closure be necessary we will offer immediate remote education via the ClassDojo platform. Pupils will receive a weekly timetable of subject specific tasks with an equivalent volume of work as they would complete in class. Teachers will check work daily and pupils will receive individual marking and feedback to provide daily contact with the teacher. Pupils are able to respond to the feedback and will also be able to send messages through ClassDojo between the hours of 9am and 3pm, during weekdays. Staff will be available to support families having issues with the remote learning and the school safeguarding team will continue to deal with any child protection issues throughout. Any parent enquiries or requests should come via the school email.

*Our key aims for remote learning in the event of full closure are:*

- To create a seamless transition to home learning through a familiar digital platform
- To provide a curriculum of similar content and length to that in school and set high expectations for all pupils
- To offer remote learning that allows pupil to work independently with support from their class teacher

## REMOTE LEARNING FEEDBACK EXPECTATIONS

**Homework**—Teachers are expected to view all homework, give encouraging feedback to children and may offer ClassDojo points for effort

**Individual Isolation**— Teachers are expected to acknowledge that they have received work from the child and may offer ClassDojo points for effort

**Bubble Closure**—Teachers are expected to give more in-depth feedback, along with spelling corrections and targets/steps for progression

**Full Closure**—Teachers are expected to give more in-depth feedback, along with spelling corrections and targets/steps for progression

### **Contacting Teachers via ClassDojo**

Due to restrictions on face to face meetings, parents are welcome to contact teachers via ClassDojo who are then expected to respond before the end of the working day. Any issues that teachers feel they cannot answer should be forwarded to the head teacher.