



Remote Learning Policy

In the event of the Government closing all academies/schools due to a national event and therefore preventing us from face-to-face teaching, due to a prolonged academy closure, pupils will learn the same curriculum at home as in school through a remote education learning platform.

The aim of this policy is to ensure all stakeholders (Governors, parents/carers, staff and pupils) are made aware of our remote education provision, expectations as well as their roles and responsibilities.

In this policy you will learn about the following key areas:

- **Leadership** and how our academy leaders have a clear vision and approach for remote education, and how we maintain awareness of any issues or barriers related to its effective delivery.
- **Remote education context and pupil engagement** and how our academy understands the remote education context of pupils, and plans its provision to ensure pupils can remain engaged in education.
- **Curriculum planning and delivery** and how our academy has well-sequenced curricula that support 'hybrid' teaching, where some children are taught in class (such as vulnerable children and children of critical workers) and others at home, and has the relevant resources in place to deliver the curriculum remotely.
- **Capacity and capability** and how our academy supports staff to deliver high-quality remote education and maintain a work life balance.
- **Communication** and how our academy maintains strong communication with pupils, parents and carers, and continues to work effectively with other third parties.
- **Safeguarding and wellbeing** and how our teachers and leaders understand how to maintain effective safeguarding arrangements whilst also providing high-quality remote education and supporting pupil wellbeing.

Leadership

We have in place senior leaders with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education. The senior leaders, with support from our Computing Lead and IT Technician, work together with a team of teachers to ensure provision is underpinned by high expectations to provide the quality delivery of a planned curriculum for all (including vulnerable children and children with SEND), which is aligned as close as possible to our academy curriculum.

The academy leaders have systems in place to monitor the impact of remote education. This includes:

- Providing every family open channels of communication to seek support from us via telephone call, email or via our digital education platforms, Purple Mash (Y1 – Y6) and Tapestry (EYFS).

- Gathering engagement data from our digital education platforms, Purple Mash & Tapestry, to monitor which children are completing their remote learning, on a regular basis.
- Making regular contact (via telephone call, text, email) with families of children who are not engaging with their remote learning, asking why and putting systems in place to improve/support this.
- Our Wellbeing Mentor, making contact with families of disadvantaged pupils to find out what they need such as additional resources (e.g. books, stationary, other) and continue to check in at least once per week to make sure these families have everything they need.
- Having access to appropriate management information (such as staff and pupil sickness and absence data) to help the academy respond to changing contexts for our families and our staffing within our academy.
- Understanding the impact on staff workload and creating a staff structure which revolves around a team approach to mitigate against it. As well as providing staff with access to the internet, devices and a choice of recording options which are most effective.

Remote education context and pupil engagement

The academy appreciates the variants in learning environments our pupils may be working in at home as well as the range of differing support parents/carers will need to provide their child. Therefore, our academy works with parents and families to understand these and ensure that pupils will be able to access education at home. We have taken steps to provide a smooth transition for families to maintain pupil engagement as they begin remote learning at home. This includes:

- Using Purple Mash, as it is a digital education platform pupils are familiar with as Purple Mash is used as part of pupils weekly Computing lesson from Y1-Y6 and using Tapestry, as it is embedded practice in Early Years. For details regarding our Early Year's Remote Learning offer, please refer to the appropriate section within this policy.
- Improving pupils' digital skills and literacy by teaching pupils essential remote learning skills during Computing lessons to prepare them for remote learning.
- Providing parents/carers with step by step guidance via letters to parents, our website's remote learning page as well as training videos for parents. Parents can access these training videos using their own personal code to Purple Mash's 'Parent Portal'. As well as informal advice on a needs basis.
- Making suitable alternative arrangements to minimise the impact of limitations such as pupils' access to the internet and suitable devices, either by providing pupils with devices and/or internet access or ensuring appropriate offline provision where pupils without access are considered vulnerable and are expected to come into the academy.
- Setting work to ensure all pupils can work to their strengths and are able to understand how to improve their learning as teachers continue to feedback using our academy's colour coded system.
- Supporting children with additional needs. This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.
- Monitoring engagement. We are checking whether pupils are engaging with their work, and telephoning parents and carers promptly where engagement is a concern and how we can best help support them.

Curriculum planning and delivery (Year 1 to Year 6)

Pupils learn the same curriculum at home as in school, even if the way they learn looks different. We are able to teach the same curriculum remotely as we do in our academy by following our well-sequenced curriculum planning wherever possible and appropriate, making adaptations in some subjects when needed. Our teaching staff have skilfully used the digital education platform, Purple Mash, to closely reflect the Y1- Y6 curriculum and our teaching and learning expectations whilst being mindful of the unique challenges remote learning presents. This includes:

- Setting the same amount of work for pupils learning remotely as for pupils in school although the way pupils complete this work may look different.
- Planning and providing parents with a daily remote learning timetable including time given for pupils to complete tasks and assignments that's of similar length to the core teaching pupils would receive in school. This is keeping in line with the minimum provision stated in the DFE Remote Education Framework, i.e. Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children and Key stage 2: 4 hours a day. Being clear about what they're going to teach remotely in each subject and having clear lesson objectives/lesson expectations which are communicated to pupils and families via a specially created class/year group blog accessed on Purple Mash.
- Updating the class/year group blog daily (Monday to Friday). When pupils start their remote learning each day, the first thing a pupil will do is visit their class/year group blog on Purple Mash. The blog contains everything the child needs to complete their learning for that day such as written explanations, objectives, success criteria, pre-recorded lesson input videos, uploaded lesson resources, hyperlinks and signposts to where worksheets etc are stored. These may differ according to the task set.
- Embedding hyperlinks into their class/year group blogs, allowing remote pupils to receive the same lesson input as pupils in the academy via a pre-recorded video or written explanation by teachers. These hyperlinks will take the child directly to the pre-recorded lesson input, reading material and/or other teaching resources the pupil will need that day.
- Pupils receiving clear, daily explanations of new content from teachers or through high-quality curriculum resources or videos (e.g. Oak National Academy or White Rose Maths) via their class/year group blog.
- Using a pre-recorded video to model activities and/or explain step-by-step instructions to scaffold pupils' learning and provide support so pupils gradually become independent.
- Using pre-recorded lesson input videos rather than a Live Stream to give pupils the opportunity to pause and/or rewind to check their understanding. Families who are supporting more than one child with their remote learning would also benefit from being able to access a pre-recorded video rather than being restricted to the times of a Live Stream.
- Setting '2Dos' using curriculum-aligned resources already found in Purple Mash and providing written explanations, audio recordings (voice notes) and/or pre-recorded videos of teachers sharing information/modelling/giving step-by-step explanations to support the child as they complete their '2Do'.
- Providing meaningful and ambitious tasks pitched correctly each day in different subjects by Uploading specially created '2Dos' for children to complete directly onto Purple Mash and/or by uploading '2Dos'

which require pupils to take a photograph of their work and upload this back into their pupil work folder.

- Setting a range of '2Dos' requiring different skills (including off screen work) to provide a child with a variety of tasks to complete that day so to maintain engagement, support differing abilities and help pupils to work to their strengths. For example, feedback from parents/carers and pupils enable staff to adapt tasks for pupils who may require further challenge or support.
- Maintaining daily contact with pupils (written, verbal or video) via their class/year group blog to provide any support, ask questions, give feedback and other suitable tasks.
- Regularly checking and marking all work submitted within the week using coloured stars which align with our coloured assessment codes detailed in our Marking and Feedback policy and providing written and/or verbal feedback on 1 piece a week via voice notes and/or written comments.
- Teachers regularly checking how well remote pupils are progressing through the curriculum. If pupils have gaps in their understanding, teachers will re-teach (set a redo) or adapt their remote lessons accordingly.
- Teachers will encourage a sense of community and collaboration through use of the class/year group blogs interactions where children can share their work and take part in activities alongside their peers.
- Offering all pupils who have an EHC Plan the opportunity to attend during any partial closures.
- Immediately contacting parents/carers of pupils with SEND to check that remote learning resources are available and are provided to those who require these.

Teachers meeting the needs of pupils with SEND by providing differentiated tasks and extra resources which are personalised to meet their specific needs.

Teachers regularly checking how pupils with SEND are progressing through online learning tasks and offering specific feedback and further support if and when required.

Maintaining daily contact via the class/year group blogs and providing parents with an email address direct to our remote learning co-coordinators, two of which are the academy SENDCOs, who work closely with all staff to ensure any pupils with SEND, who require further support, receive this promptly. Parents are also aware they can contact the SENDCOs via telephone.

- Physical resources and paper based packs are also available, when required, to support the progress of Pupil Passport targets.

Capacity and capability

Prior to remote learning being required, using the same digital education platform (Purple Mash) in our Computing lessons has given teaching staff a solid understanding of the workings of Purple Mash, easing the transfer of their skills to remote learning. Furthermore, teaching staff have been sign posted to read essential training materials; to watch online training videos and take part in webinars. We have provided teachers the technology they need, to do what we expect of them and they have continued access to reliable IT support. It is important to us that teaching staff feel confident and not overburdened by the additional tasks remote learning presents. Therefore, leadership have ensured every staff member is part of a team, led by a senior leader within their year group or phase, with whom they share resources or divide responsibilities. This includes:

- Using current long and medium term curriculum plans so staff feel equipped to adapt existing lesson plans for remote learning rather than having to create brand new resources and plans.
- Supporting teachers to consider approaches best suited to the content they're teaching and pupils' age.

- Staff sharing resources and pointing each other towards useful material where appropriate, to help reduce workload.
- Marking as a team as well as collating engagement data together, to help reduce workload.
- Staff having access to the digital resources and tools (for example, textbooks, workbooks, platforms, devices and internet) they need to teach and support pupils remotely. Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND.
- Staff using technology effectively to manage their workload. For example, by using voice notes instead of written feedback and using colour coded stars as a minimum marking expectation.
- Providing sustained training/CPD via online material and ongoing teacher support - on where to go for help, and opportunities to observe other teachers who are using different approaches and tools to continue to support effective teaching practice remotely.
- Encouraging staff to record a video in a single take rather than re-record it, even if it means there might be some mistakes.
- Removing other academy expectations that are not making a difference to the quality of teaching or learning while teachers are teaching face to face and remotely. For example, marking and feedback diagnostics, assemblies and updating the website with wider opportunities and/or enrichment activities.
- Expecting teaching staff to maintain contact with families and support pupils during normal academy hours to ensure teachers are leaving the academy and/or logging off at a reasonable time.
- Staff feeling comfortable in approaching relevant members of staff if they're having problems with workload or wellbeing, related to remote learning.

Communication

Our academy has realistic expectations of pupils, parents and carers as we recognise the range of challenges remote learning presents in differing households. Pupils understand our expectations. Our parents and carers continue to be given clear guidance on how to support their children at home through continuous channels of communication. This includes:

- Providing parents/carers with step by step instructions via letters to parents, class/year group blogs and publishing further guidance onto our website's remote learning page along with this remote learning policy.
- Signposting parents to training videos using their own personal code to Purple Mash's 'Parent Portal'.
- Giving every family, who seeks support, suitable options to contact us by either telephone call, year group email or via our digital education platform, Purple Mash.
- Making contact with families promptly where engagement is a concern and how we can best help support them (via telephone call, text and year group email) asking these families why and putting systems in place to improve and support this.
- Our Wellbeing Mentor, making regular contact with families of disadvantaged pupils to find out what they need such as additional resources (e.g. books, stationary, other) and continue to check in at least once per week to make sure these families have everything they need.
- Our Wellbeing Mentor, making regular telephone calls to vulnerable families and pupils learning remotely to ensure these pupils remain in contact with the academy.
- Our teachers and SENDCOs keeping in regular contact with families of SEND pupils.

- Ensuring all channels of communication remain open to parents/carers and pupils to help the academy respond promptly to any change in family contexts.
- Maintaining daily contact with pupils via their class/year group blog and using this platform to build a sense of community as they are able to see their peer's interactions.
- Providing regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.
- Providing families, pupils and staff with questionnaires (when appropriate) to gain their feedback using Microsoft Forms.

Safeguarding and wellbeing

Our academy has clear safeguarding protocols in place to ensure pupils are safe during remote education, remain positive, reach their potential and continue to feel a part of our academy community. This includes:

- National Online Safety Award certified 2019-2020.
- Teaching an online safety lesson to each class every half term and making reference to online conduct during computing lessons to ensure pupils are aware of online safety and know how to stay safe online.
- Sharing online safety materials and publishing guidance via our academy's website so parents know how to keep their children safe when learning online. In addition to this, we also offer parents free 'Online Safety Training' via National Online Safety on our Online Safety Page.
- Pupils and parents can access our digital education platform's specific online safety material via Parent Portal on Purple Mash and via our academy's remote learning webpage.
- Organising whole academy events that families and pupils can be involved in, such as Safer Internet Day, to help raise awareness of Online Safety.
- Staff briefings and relevant training have covered the potential risks of Live Streams and/or recording video lessons (e.g. pupils or parents sharing video lessons or screenshots on social media maliciously) and are therefore aware of their own safety online.
- Staff use a suitable environment at home and in the classroom to broadcast live lessons and/or record video lessons, E.g. a neutral background that doesn't reveal sensitive information about pupils or personal information about their home life.
- Our Computing Lead and IT Technician have checked the features and permission settings of our digital education platform (Purple Mash) are in line with our behaviour, safeguarding, and online safety policies. For example, all comments written on the blog are pre-approved by the teachers before publishing.
- If 1-to-1 remote contact is required between pupils and staff, then staff will record the live stream for our records and have a 2nd person present.
- Devices that we've supplied to pupils have been locked down by the Department for Education using BIOS settings.
- Our academy being awarded the Wellbeing Award for Schools (Certification from 2019 – 2022)
- Leaders and teachers have undertaken safeguarding, mental health and wellbeing training and are aware of how to spot potential wellbeing or mental health issues and how to respond. Our pupils are

supported with this through their weekly PSHE lessons as well as activities to support their wellbeing i.e. Cosmic kids yoga, draw with Rob and weekly fun challenges.

- Organising whole academy events that families and pupils can be involved in, such as Mental Health Week, to help raise awareness.
- Teachers, parents and carers report any safeguarding concerns, in relation to remote education or otherwise, as per our academy's safeguarding policy and our Annex to Safeguarding Policy written in response to Covid-19.
- The school has appropriate data management systems in place which comply with the General Data Protection Regulation (GDPR).
- Our pupils understand and follow our clear rules for behaviour when using remote learning platforms and our teachers monitor and enforce them. Any inappropriate behaviours are recorded on our Academy's behaviour monitoring system (CPOMS).
- Our teachers continue to reward pupils for their learning to promote positive behaviour and attitudes and encourage a positive home learning ethos, i.e. awarding dojos.
- When a pupil is not completing work to the standard we expect, teachers provide pupils with reminders and direct feedback via written comments/voice notes on their work. If a pupil is not engaging with their remote learning and not completing tasks, then parents/carers will be contacted by telephone.
- Providing pupils with an incentive to do their best every day and complete all their tasks set, i.e. a full week of complete tasks (remotely and face to face) equals one raffle ticket entry placed into a prize draw to win an ipad, (e.g. 5 weeks of completed tasks = 5 entries into the prize draw).

EYFS Remote Learning

All of our children that are working from home are being set work daily on the online learning platform 'Tapestry'. Parents are able to upload photos, videos and text to the digital education platform. Staff can then comment on these uploads as 'marking'.

Tapestry is held on secure servers and is password and pin protected. This ensures that we are fully compliant with the safeguarding expectations. All parents have their own password and pin number which they themselves set. They are only able to view their own child's profile.

Our staff are teaching both nursery and reception pupils face to face and still providing online learning for children of families that have chosen to keep their children at home.

Nursery online offer:

Children have a daily topic lesson delivered as a recorded video from a key worker within the team. They are then set a challenge. Children also have a daily story delivered as a recorded video from a member of the EYFS team. This is for the children to enjoy and for staff to promote the love of stories and story time. It also ensures that the children are able to see and hear all staff within the setting throughout the week.

Reception online offer:

Reception children are set four tasks on Tapestry, every day. They have access to phonics, maths, topic and story.

Phonics: Both teachers record daily videos of phonics lessons. This ensures that learning is tailored to the specific children's needs and stages of development.

Maths: Both teachers set a maths activity at the level appropriate for the children and are given the opportunity to follow a link to Oak Academy, if they also wish to do so.

Topic: This is delivered as a recorded video from a key worker within the team. Children are then set a challenge to complete.

Story: This is delivered as a recorded video from a member of the EYFS team. This is for the children to enjoy and for staff to promote the love of stories and story time. It also ensures that the children are able to see and hear all staff within the setting throughout the week.

Roles and Responsibilities

Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- During virtual meetings with teachers, parents and pupils a smart dress code should be adhered to.
- Working with teachers to ensure the work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.
- Monitoring the work set by teachers in their subject by having access to what is being covered on each year groups medium term plans.
- Alerting teachers to resources they can use to teach their subject.

The SENCOs will monitor work being set for all children with SEND across the school and will check in with these children via phone call or email on a regular basis.

Senior and Middle Leaders

Alongside any teaching responsibilities, senior and/or middle leaders are responsible for:

- Coordinating the remote learning approach across the school – The Curriculum Lead and Remote Learning coordinators will outline expectations to all teachers. The Computing Lead will support teachers, pupils and parents with any technical issues or difficulties, referring them to the IT Technician when required.
- Monitoring the effectiveness of remote learning – The Remote Learning co-ordinators and Key Stage Leaders will have access to their year groups class/year group blogs and will review the work being set, the work being completed and the marking and feedback.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated safeguarding lead

The DSL and Deputies are responsible for:

- Ensuring that staff adhere to the Safeguarding and Child Protection policy including the COVID-19 Annex to our Safeguarding Policy.
- Working with the Computing lead to make sure that all aspects of online safety are considered.
- Along with staff, use engagement data we collate to monitor completion of tasks set remotely and where there are areas for concern, make contact with these families.
- To ensure all vulnerable children are monitored, including weekly phone calls and in some instances twice weekly.

ICT staff (IT Technician and

TSS)

ICT 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 systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Staff can expect pupils to:

- Be contactable during the required times (Monday to Friday, 8:50am until 3:15pm) – although consider they may not always be in front of a device the entire time.
- Complete work to the best of their ability and by the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers via their class/year group blog, if they're not able to complete work.
- Not make any recordings (video/audio) of staff during a remote teaching session (pre-recorded and/or LIVE)
- Not share any recordings (video/audio) of staff during a remote teaching session (pre-recorded and/or LIVE)

Staff can expect parents to:

- Support their child in completing the work set for them.
- Make the academy aware if their child is sick or otherwise can't complete work.
- Seek help from the academy if they need it.
- Not make any recordings (video/audio) of staff during a remote teaching session (pre-recorded and/or LIVE)
- Not share any recordings (video/audio) of staff during a remote teaching session (pre-recorded and/or LIVE)
- Be respectful when making any complaints or concerns known to staff.

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.

Data protection

When accessing personal data, all staff members will:

- Use laptops or iPads provided by school.
- Set work on Purple Mash and/or Tapestry using school laptops or iPads. If personal phone/iPad are used for taking images for school purposes, the images will be deleted from the device as soon as possible.

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.
- Keeping operating systems up to date – always install the latest.

In the instance where a minority of pupils are self-isolating, rather than the majority, home learning will be set by the class teacher.

Policy reviewed: September 2022

Approved by the governing body on: 24th November 2022

Next review date: September 2024