**Remote Learning Policy**

**Rationale**

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 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 exclusion from school, or 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. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school ‘as a precaution’, against official guidance, in the event of an outbreak of infectious disease.

**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.

Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days. Eg. Isolation because of a positive Covid test, Isolation of a ‘bubble’ as instructed by the school.

If learners are isolating/absent for less than three days then they could use the time to complete the homework set for that week and any additional work that they choose from the homework menu.

**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:

School will try to ensure that every parent is connected to Classdojo and support parents in understanding how to access messages and work on this platform.

The school can provide explanation over the phone and written explanation of how to use Classdojo.

Children will be given a basic kit for working at home eg. paper, books, pencil, Power Maths Books, etc.

**Internet access and electronic devices**

It is our ideal that all parents and families have internet access so that they can access the instructional videos and daily outline of the work to complete. We recognise that children may not have access to a device to work on all day, so teachers will need to have an awareness of how their children will be working so that they can provide appropriate activities.

Vulnerable Pupils – a small number of vulnerable families have been identified by the Local Authority and provided with a device to use at home for remote learning.

The class teacher will log on to classdojo every morning and set the work for the day ahead. They will follow the usual class timetable as much as possible, trying to adapt activities so that they would be suitable for working at home. They will check in with the class at lesson change over times to remind the children of what they should be doing next, direct them to appropriate work or give video input where instruction is needed. Video input could also be used to feedback to the whole class, demonstrate a new concept, read a story, etc.

**Maths**

1 x Maths activity per day

White Rose Maths videos and worksheets

Video Instruction for new learning – use for explanation

Times Table Rockstars

**English**

1 x English activity per day

Bug Club for reading

Spelling practise

Encourage handwriting practise

Encourage children to read every day.

Set writing tasks, with specific success criteria

**Wider curriculum**

Use topic webs and homework menus for information and ideas.

Get children to upload pictures of models, artwork, etc – where possible

BBC Bitesize is open access and has lots of video clips / quizzes on various topics and subjects

Science , History , Geography, RE, Art, DT, Music, French, Computing

PE

**Expectations of pupils**

Pupils are expected to upload their work to their Portfolios on a daily basis. KS2 pupils should be able to do this independently. KS1 and Early Years pupils may require more support.

**Assessment and feedback**

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 feedback to learners on pieces of work that they submit.

Under normal circumstances, not all pieces of work 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 will not have the same format as marking an exercise book.

Feedback to children may be done in a variety of ways:-

* Acknowledgement of a piece of work by pressing the ‘like’ function on classdojo
* Words of encouragement, eg. ‘Well done, you have worked really hard on this drawing’
* Sending a direct message to learners with specific feedback / targets

Specific feedback about a sentence, answer to a question, observation of a skill,

eg. ‘Could you redraft the third sentence and make it even better by adding…’

 ‘Could you have another go at question 3, look carefully at paragraph three in the text for your answer.’

* Sharing a few good examples with the whole class, with specific reasons why you like them.

Eg. ‘I was really impressed with the detail / shading / use of colour in these pieces of art work.’

* 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

Whole class feedback works well where there has been a common misconception – this may be a good time to use video eg. To re-explain something, model a skill, demonstrate how to work through a calculation, etc

**Pastoral care during a school closure**

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However, teachers should check in regularly to monitor both pupil’s academic progress and their general wellbeing.

Teachers will be expected to pass on feedback to the FAPLO and Senior Leadership Team, where there are concerns or a lack of communication.

The FAPLO will follow up by telephoning any families/children who fail to engage with learning. They will try to establish the reasons for non-engagement and support where possible to find a solution.

Where families/children continue to not engage, this should be fed back to the Phase Leader and/or Headteacher.

Where no contact can be made, arrangements will be made for conducting doorstep visits to check on child and family wellbeing. Where safeguarding concerns are raised, the usual pathways should be followed, including recording of all concerns on CPOMS.

In the event of a school closure, pupils, parents, carers and teachers are reminded that the school’s 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.

**Staff working from home**

All staff are contractually obligated to be available for work, be accessible for communication and to perform work related tasks at home whilst school is closed.

All staff must sign at their normal time of starting work by texting the Headteacher, who will keep a register of all staff who are fit for work.

All teachers must work between the hours of 8.45am and 3.30pm in line with directed hours

If staff are not fit for work, they must telephone the Headteacher before 8am if possible.

Staff should ensure that they can access their emails from home and should check their emails daily, as this will be the main form of communication.

**Teachers**

Teachers should think about what might be useful to take home:-

* Laptops will be essential
* Copies of everything that you have sent to the children so that you can direct them to specific sections / pages on a daily basis
* Subject Manager file
* Be careful not to take home anything that might have sensitive data relating to children.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. The setting and assessment of remote learning tasks will take place in accordance with school and subject area policies.

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 the phase leader to ensure work is set to her/his classes, however this would need to be explained to parents

and the expectation around how much work would be provided to each class and what feedback would be provided would need to be substantially adjusted. The phase leader may use the Cover Supervisor or support staff to help to manage a period where they were supporting more than one class with remote learning.

**HLTAs**

* Set tasks, where possible for the relevant classes, at the relevant times eg. Where you would normally be covering.

**Support staff**

Support staff should ensure that they are connected on class dojo to all classes that they work with.

1-1 support staff should keep in daily contact with the child/ren that they work with. This may involve setting specific activities for a child which relate to the objectives on their IEP (this may be in conjunction with the class teacher). It may also be appropriate to adapt an activity or find an alternative/similar activity to the one that the teacher has met, in line with the needs of a specific child.

Support staff may give feedback on work that children have uploaded to their portfolio. (See assessment and feedback

Support staff to check emails every day for any instructions / communication.

Research and reading – this is an opportunity to find out more about areas relevant to your role eg. Aspects of SEND, behaviour management, Child protection, etc.

**Online Training**

There will be a list of provided online courses that are free. Please keep a record of anything completed.

Ensure all relevant Smartlog training is up to date.

**Office staff**

* Check emails every day
* Keep up to date with office emails
* Ensure that any forthcoming appointments in the diary are cancelled / rearranged and visitors are made aware
* Update website
* Be available for administrative support as required, eg. sending texts to parents, uploading letters to the website, contacting outside agencies and support, etc

**Site staff and LTS**

* Sign in every day
* Check for updates
* Complete any relevant online training

**Who to contact**

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

Issues in setting work – talk to your phase leader, the relevant subject lead or SENDCo

Issues with IT – contact Matthew Lugg or Carol Kenny who can talk to IT staff

Issues with their own workload or wellbeing – talk to phase leader, Deputy Headteacher or Headteacher

Concerns about data protection – talk to Carol Kenny who can contact the school data protection officer

Concerns about safeguarding – talk to the DSL