Remote Learning Policy

Elmlea Schools Trust

Approved by:	Date: 21.1.22
Last reviewed on: **3rd March 2022**	
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1. Aims

This **remote learning policy** for staff aims to:

> Ensure **consistency in the approach** to remote learning for all pupils

> Establish **clear expectations** for all members of the school community with regards to remote learning

> Provide appropriate **guidelines for data protection**

At Elmlea School we believe that remote learning should **reflect the high standards of education and the rich curriculum** experience that all pupils receive throughout the Trust. We will continue **to teach all or most of the normal planned curriculum** whenever possible and will **monitor pupil engagement and motivation** throughout any covid related absence from term time. Cohesion within the whole school community will be encouraged through **contact with parents, use of online learning platforms, newsletters and contact between child and teachers**.

For **very young children** there will be a **priority on progress in early reading** through daily phonics activities and providing a resource bank of online reading materials.

We will endeavour to support home learning by ensuring:

- Children receive **clear explanation.**
- Teachers **scaffold learning** whenever possible.
- **New knowledge and skills** are applied.
- Children **receive feedback** on how to progress in their learning.

Children may have to **learn from home for a variety of reasons:**

- They are **awaiting the results of a Covid-19 test.**
- They are having to **self-isolate** or **are unable to attend school due to parents/carers having to isolate.**
- Their **class or year group bubble** in school has been sent home due to a positive case of Covid-19.
- There is a **regional or national lockdown.**

2. Roles and responsibilities

All staff are requested to conduct a LFT twice a week (Sunday and Tuesday evening) and if positive to communicate to designated line leader. If a member of staff is fit to work then the line leader will decide on the appropriate support that is offered to the Trust.

2.1 Teachers

- When providing **remote learning during school closure, teachers will be available between 8:50am and 3:15pm**
- **Teachers must report their absence using the normal absence procedure.**

When providing remote learning, teachers are responsible for providing the following:

EYFS (Elmlea Infant School)

› **Individual Isolation of a pupil**

- › On the **first day of isolation**, pupils will be expected to read, practise key words and complete first isolation day suggested activities on the pupils Tapestry page.
- › From the **second day of isolation work will be set on Tapestry**.
- › If an **individual pupil is self-isolating** then the class teacher will set an **English or maths activity** and **two other activities from another subject area** for the child to complete via Tapestry.

› **Class Isolation of pupils**

- › On the **first day of isolation**, pupils will be expected to read, practise key words and complete first isolation day suggested activities on the pupils Seesaw class page.
- › From the **second day of isolation work will be set on Tapestry**, or in the case of **whole class isolation, lessons will be sent via Tapestry** (moving to live streamed lessons when applicable).
- › **Two live Morning Check-ins** each day at 9am and 11am for whole class isolation.
- › **One Maths or English session** each day for whole class isolation.
- › **Two other daily activities** should be set from the wider curriculum area for whole class isolation. This task should take appropriately 30 minutes to complete.
- › **All children are expected to read for at least 15 minutes per day.**
- › **All children to access 1 live shared reading session per week** (groups of 6).
- › **If Microsoft Teams is not accessible, then lesson inputs should uploaded onto Tapestry including the same criteria as would be part of a live lesson.**
- › **The purpose of lessons are to ensure children understand tasks set, model learning, share expectations and address common misconceptions in learning.**

KS1 (Elmlea Infant School)

› **Individual Isolation of a pupil**

- › On the **first day of isolation**, pupils will be expected to read, complete spellings in KS1 and complete first isolation day suggested activities on the pupils Seesaw class page.
- › From the **second day of isolation work will be set on Seesaw**.
- › If an **individual pupil is self-isolating** then the class teacher will set an **English and maths activity** for the child to complete via seesaw.

› **Class Isolation of pupils**

- › On the **first day of isolation**, pupils will be expected to read, complete spellings in KS1 and complete first isolation day suggested activities on the pupils Seesaw class page.
- › From the **second day of isolation work will be set on Seesaw**, or in the case of **whole class isolation, live lessons will be taught via Teams sessions will be accessible via seesaw.**
- › **One English session** each day at either 9am or 11am for whole class isolation.
- › **One maths session** each day at either 9am or 11am for whole class isolation..
- › **All children are expected to read for at least 15 minutes per day.**
- › **If Microsoft Teams is not accessible, then lesson inputs should be uploaded onto Seesaw class pages including the same criteria as would be part of a live lesson.**
- › **The purpose of lessons are to ensure children understand tasks set, model learning, share expectations and address common misconceptions in learning.**

KS2 (Elmlea Junior School)

› **Individual Isolation of a pupil**

- On the **first day of isolation**, pupils will be expected to **complete any outstanding homework**, use **Mathletics and TT Rockstars** to complete a minimum of 30 minutes maths, **learn National Curriculum spelling** (found in the middle of the child's reading record book) and **read** for at least 30 minutes.
- If an **individual pupil is self-isolating** then the class teacher will set an **English and maths activity** for the child to complete via seesaw.
- From the **second day of isolation work will be set on Seesaw**.

> ### Class Isolation of pupils

- On the **first day of isolation**, pupils will be expected to **complete any outstanding homework**, use **Mathletics and TT Rockstars** to complete a minimum of 30 minutes maths, **learn National Curriculum spelling** (found in the middle of the child's reading record book) and **read** for at least 30 minutes.
- From the **second day of isolation work will be set on Seesaw**, **and feedback sessions will be delivered via Teams.**
- **One English session** each day for whole class isolation to last at least 20 minutes. A further live follow-up session will be scheduled after the lesson to enable children to ask questions and receive feedback on the activity.
- **One maths session** each day at either 9am or 11am for whole class isolation to last at least 20 minutes. A further live follow-up session will be scheduled after the lesson to enable children to ask questions and receive feedback on the activity.
- **All children are expected to read for at least 15 minutes per day.**
- **The purpose of the lessons are to ensure children understand tasks set, model learning, share expectations and address common misconceptions in learning.**

Infant and Junior teachers for the class they are usually responsible for during contracted hours:

- Teachers must ensure a **wide and balanced curriculum** is accessed by all
- Tasks must be set at an **appropriate level of challenge for all pupils**
- Whenever possible, **learning tasks should reflect a normal day in school** and should not be standalone projects. It is essential that learning continues and children continue to make progress, as we may encounter many incidents when a class or year group may need to self-isolate in the coming future.
- **Work must be set by 9am on the day of absence**.
- Teachers will **communicate with parents** and carers via email, phone or by arranging zoom/Teams meetings, when necessary, to monitor pupil engagement.
- Teachers will ensure that **all children have access to appropriate devices at home**. If these are not available then school devices will be loaned. This will be monitored using a signing out system.
- Teachers must keep a record of any child who is not able to access live lesson at the allocated times.

> ### Providing feedback on work:

- Feedback will take a **variety of forms** –written or recorded comments via Seesaw, feedback received during live lessons and use of appropriate emojis or likes.
- Teachers will ensure that **verbal or written feedback** is given on **at least one task per day**.
- Feedback **must be provided on the day a task is due to be completed.**

> ### Keeping in touch with pupils and families:

- Parents and carers are expected to **communicate absences using the normal absence procedure of calling the school**. School will contact families via phone if they have not notified the school of the reason behind an absence.
- Whenever possible, **communication with families will be during school working day.**

> Any **concerns**, including safeguarding, should be **communicated to the Executive Headteacher or Deputy Headteacher** who will decide on a course of action.

> **If tasks are not completed in the desired timeframe this should be noted by the class teacher**. If there are concerns about tasks being completed then Deputy Headteachers should be notified.

2.2 Higher Level Teaching Assistants (HLTA) and Learning Support Assistants (LSA)

o LSAs will be **available during contracted hours**.

o **LSAs will report any absences using the normal absence procedure.**

When **assisting with remote learning**, teaching assistants are responsible for:

> **Supporting pupils** who are not in school with learning remotely under the guidance of SENDCO and class teacher

> Class Teachers will allocate **specific focus children** and give guidance on tasks set

> **Give feedback in the form of verbal or written comment and like task outcomes** in agreement with class teacher.

2.3 Attending virtual meetings with all staff, parents and pupils:

> Staff are expected to follow **the school's dress code** outlined in the staff handbook. **Pupils must be appropriately dressed**, wearing a school sweatshirt or cardigan and have an adult present in the room during live sessions.

> Live sessions must **avoid areas with background noise** and will have nothing **inappropriate in the background**

2.4 Curriculum leads

When providing remote learning, subject leads are responsible for:

> Considering whether any **aspects of the subject curriculum need to change to accommodate remote learning**

> Working with teachers teaching their subject remotely to make sure **all work set is appropriate and consistent**

> Alerting teachers to **resources** they can use to teach their subject remotely

> **The SENDCO will co-ordinate remote learning for children with SEND across each school.**

2.5 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, reviewing work set, pupil engagement and wellbeing and feedback from pupils and parents/carers

> **Monitoring the security of remote learning systems**, including data protection and safeguarding considerations

2.6 Designated safeguarding lead

If the **DSL/ Deputy DSL** is working from home, they will be **contactable by phone**. These contact details have been made accessible to all staff.

o The Education Safeguarding Contacts Poster has been made accessible by displaying it in spaces that are being used by staff and volunteers on entry to the school.

2.7 Pupils and parents

If the child is well enough to complete remote learning tasks, then it is important to set a daily routine when working from home:

> Identify a **comfortable, quiet space** to complete work.

> **Begin school work at 9.00am** and **ensure all tasks are completed** and, if necessary, **uploaded to Seesaw by 3.30pm**.

> **Be contactable during the school day**

> **Ask for help** if needed from either parents or carers, your teacher, Teaching Assistant and other children, if appropriate.

> Complete **all tasks as best you can** to ensure progress is made in learning.

> **Communicate with teachers via Seesaw or email** and, if applicable, with Learning Support Assistants, regularly to **review learning and next steps**

> Take **regular breaks** throughout the day.

> **Take time to exercise regularly**.

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

> **Prioritise emotional wellbeing** to ensure children are happy and ready to learn

> **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 sharing concerns with 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

Staff should contact the following if they have any concerns:

> Issues in setting work – talk to teaching colleagues, year group leads and SENDCO

> Issues with behaviour – talk to a member of SLT

> Issues with IT – contact IT support

> Issues with their own workload or wellbeing – talk to their line manager

> Concerns about data protection – contact Director of Finance

> Concerns about safeguarding – talk to the DSL or Deputy DSL (Executive Headteacher or Deputy Headteachers)

4. Data protection

4.1 Accessing personal data

> All personal data will be **accessed via a secure remote desktop server** using a desktop or laptop computer

4.2 Processing personal data

> Staff should **collect and/or share as little personal data as possible**. This should be for official school functions only.

4.3 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**

> **Ensuring access to the remote server is encrypted**

> Making sure the **device locks** if left inactive for a period of time

> **Not sharing the device among family or friends**

> **Antivirus and anti-spyware software is up-to-date**

> **Keeping operating systems up to date** – always install the latest updates

5. Safeguarding

> **Elmlea Schools' Trust Safeguarding and Child Protection Policy**

> **Elmlea Schools' Trust Safeguarding and Child Protection Policy Addendum Covid 19**

6. Monitoring arrangements

This policy will be **reviewed in Term 5** and shared with Trustees at the termly Local Governing Board and all teaching and support staff.

7. Links with other policies

This policy is linked to our:

> **Elmlea Schools' Trust Safeguarding and Child Protection Policy**

> **Elmlea Schools' Trust Safeguarding and Child Protection Policy Addendum Covid 19**

> **Staff Handbook**

> **Staff Code of Conduct**

> **GDPR policies**

> **Home-school agreement**

> **ICT and Internet Acceptable use policy**

> **E-Safety Policy**