



Remote Learning Policy

1. Requirements

1.1 Change Record

Issue	Date	Author	Description
0.1	October 2020	Cambs LA	Draft for ratification
1.0	21 October	Cambs LA	Ratified by Standards Committee

Note: All issues except those of the form 'X.0' are draft.

1.2 Equality Statement

In developing and reviewing this policy we have carefully considered its impact on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1.3 Approval and Review

This policy was approved by Standards Committee on 21 October 2020. It is due for review in the Autumn Term 2021.

2. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance or the closure of a bubble
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who aren't in school through use of quality online and offline resources
- Provide clear expectations members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

3. Who is this policy applicable to?

- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis

by providing them with work which will broadly mirror that being taught to the rest of the class who remain in school

- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.

4. Resources

Resources to deliver this Remote Education Plan are held on the school's Learning Platform (eSchools) to which all children have an account and have access.

The school also intends to make use of the following online resources:

- Studyzone.tv (Tables and Grammar practice to which pupils have individual logins)
- Interactive Resources (Maths activities to which children have group access, ie by class)
- Phonics Play (to which children have school access)
- Oxford Owl (to which families can subscribe at no cost)
- Oak National Academy (free to access)

These resources will be identified within the learning platform and specific tasks will be set.

The school will make available printed packs of resources on request where families may struggle with access to the online versions – eg where a single device needs to be shared between siblings. Where a whole bubble closes, children will be provided with an exercise book, in which to complete remote learning.

Information for parents is shared regularly in the school newsletter.

Staff may make use of pre-recorded video in order to maintain contact with pupils during remote learning. There are opportunities for video lessons where this is appropriate for both the age of the pupils and the content to be delivered. Individual circumstances will dictate the use of video lessons, for example, whether all pupils would be able to access the content ensuring that no pupils are disadvantaged by its use.

Any class texts or reading books may be borrowed for the duration of any remote learning.

Teachers must make reference to the following documents:

- Online Learning Guidance (March 2020)
- Safeguarding Guidance (March 2020)
- Guidance on what to do to support eSchools from home (June 2020)
- Fowlmere eSchools Rules (March 2020)

5. Approaches to Learning: Our Principles

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including all subjects from the current Class Project
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning

- Those who cannot attend school will access similar learning to that which their bubble is completing within school through the teacher sharing the work being completed by the class at school
- Activities will be varied and not solely consist of 'screen time': for example, children completing work on paper and photographing the result to share with their teacher
- Teachers will have access to a wide variety of resources to share remotely, such as those identified in Section 4
- Resources will be quality assured by teaching staff who will check the content of any work shared before promoting it to children
- Staff will have the training they need to provide online learning safely, including guidance around safeguarding and training in the delivery of online live lessons, if required
- All pupils will have access to the resources they need to learn. We will ensure this by loading equipment to families where necessary, utilising the government laptop scheme and providing printed versions on request.
- Teachers will communicate the purpose of activities and their success criteria for pupils through the learning platform.
- SEND will not be a barrier to accessing the curriculum at home, because teachers will work to appropriately differentiate expectations using their knowledge of the class.
- Staff workload will be managed by clear expectations around working time for staff
- Leaders will measure engagement in remote learning by regularly checking login stats and use this information to review provision and make changes as necessary.

6. Working with Parents

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will continue to provide guidance to parents on how to use the resources the school makes available.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school office so that other arrangements can be made.

Children are expected to follow the Fowlmere eSchools Rules.

7. Roles and Responsibilities

7.1 Senior Leaders

Senior Leaders are responsible for:

- Monitoring the effectiveness and quality of remote learning.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement

7.2 Teachers

Teachers are responsible for:

- Setting work for children on a daily basis, including English and maths and other subjects from the class project.
- Maintaining the direction of learning, matching as closely as reasonably practicable, as if those children were in school
- Providing feedback on work on a daily basis
- Keeping in contact with pupils who are not in school on a weekly rota basis through eSchools messaging or telephone (referring to the Safeguarding Guidance).
- Responding promptly to requests for support from families at home

The school acknowledges that teachers may also have their own children at home during periods of self-isolation and this may impact their availability.

The school also acknowledges that teachers may become unwell during periods of self-isolation. Teachers should use the usual methods to inform the school of illness and will not be expected to deliver remote learning in these circumstances. Teachers will have prepared more generic remote learning for this eventuality.

7.3 Teaching Assistants

Teaching Assistants are responsible for:

- Logging into the school learning platform during their normal working hours to check on messaging, undertake safeguarding checks and support pupils with their remote learning questions.
- Supporting the class teacher with the provision of remote learning
- Undertaking reasonable tasks in line with their own professional development (eg training) or with the school's improvement priorities

7.4 Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns, as is usually expected.

7.5 Pupils and Parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Oxford Owl
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered

- Seek help from the school if they need it, communicating with class teachers by email or by contacting the school office via the usual likes of communication.
- Be respectful when making any complaints or concerns known to staff

7.6 Governing Body

The governing body 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

8. Personal Data

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

9. Keeping Devices Secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:

- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters
- Making sure the device locks automatically if left inactive for a period of time; lock the device if walking away, however briefly
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft

10. Safeguarding

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training on...

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

11. Expectations of staff during online meetings

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background