

Policy for Remote Learning Procedures

Summer 2021

At Ellingham Primary, we recognise the need to continually deliver high quality education and have high expectations for our children's progress during periods of remote learning. This policy has been developed in accordance with guidance from DfE and is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education during this periods of partial closures or lockdown.

The June 212 Contingency Framework describes the principles of managing local outbreaks of Covid-19 (including responding to variants of concern) in education and childcare settings. In accordance with this guidance, if some attendance restrictions are needed, all vulnerable children, children of critical workers, children in Reception, Year 1 and Year2 should still be allowed to attend. If further restrictions are necessary, vulnerable children and children of critical workers should still be allowed to attend.

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This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

Remote learning expectations

- Remote learning will begin on day 2 for pupils in the event of full or partial closure or individuals having to self-isolate
- In the event of class closures, wherever possible, provision will be made for books and equipment such as stationery to be provided to all children.
- Weekly timetables will be shared on Google Classroom. This will mirror the timetable offered if children were in school.
- All resources will be accessible via Google Classroom.
- In addition to Google Classroom, EYFS may use Tapestry to share resources.
- One live lesson a day will be shared. This will usually be phonics or English-based. Please note, this may be recorded for children in Reception and Year One.
- All classes from Reception to Year Six will have an afternoon Google Meet to pick up on learning queries and share a story every day.
- All classes from Year One to Year Six will have one live PE lesson a week.
- Activities will be set by the relevant class teacher or year group team.
- Individualised remote support will be offered to families to access the technology required.
- If the class teaching team are unwell, a member of SLT will offer the above.

Remote study timetable

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. We will use a combination of live lessons, video lessons (eg. White Rose maths and Oak Academy lessons) and Powerpoint-based activities. We will need to make some adaptations in some subjects. For example, we may have to adapt art, DT and PE lessons to ensure they can be delivered remotely, without the need for specific resources which are available in school.
- It is recommended that Key Stage One children access *at least* 3 hours of learning per day and Key Stage Two children access *at least* 4 hours of learning per day.
- Daily English, maths and reading should be prioritised.
- Science and other areas of the curriculum should be completed in the week where possible.

Accessing remote education

- The majority of teaching and learning will take place using the Google Classroom platform. This can be accessed from all devices, including smart phones and gaming devices.
- School will support if you have difficulty accessing a mobile device such as laptop, tablet, gaming device or phone or WIFI access. Please contact the office directly or on office@elp.rbksch.org.
- Wherever possible, children's workbooks will be provided to reduce the need for printed resources and ensure continuity of learning.

Teacher contact and engagement

- Daily registers will be taken to determine who has engaged with learning during the day. If your child is unwell, please let the teacher know so that this can be recorded.
- All children are encouraged to join live lessons on Google Meet. Teachers should be advised if there is difficulty in joining these. Live sessions will also be recorded to allow access if timings are difficult.

- A member of your year group team will be available during or after the teaching sessions and via their year group email to understand how your children are learning and to offer support where needed.
- A member of the year group team will contact families of children who are struggling to engage. We will offer support to help all children access sessions.
- Please help your children to produce their best work by encouraging good presentation in their books and neat letter and number formation at all times.

Feedback on work

This includes written or verbal comments, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. We do rely on regular submissions of work to ensure timely feedback.

- When work is completed, please take a screenshot of the completed piece and upload it to Google Classroom. If there are difficulties with this method, please submit via the year group email.
- Teachers will feedback daily on completed English work and weekly on completed science, history or geography work. Answers are provided for maths and children should self-mark their completed maths work and then share, via screenshot with their teachers.
- Our three-star marking system will be followed. This star will be recorded numerically on Google Classroom: 1=* 2= ** 3=***. This allows us to develop a picture of your child's understanding over time. A personalised written comment or question may accompany the star to support and challenge children to achieve their learning objective.



- Wherever possible, work will be marked on the day it is submitted however, this isn't always possible if teachers are engaged in a day on lesson input and support.
- Google Classroom will be checked according to teachers' working hours, primarily during the normal school day. Please aim to submit work by 4pm latest each day so there is time mark and feedback. We recognise that this might be difficult due to work commitments but we can't guarantee the work will be checked until the following working day if this deadline isn't met.
- If you have had to support your child extensively, please advise the teacher so that this can be noted in their assessment records.

Additional support for pupils

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils.

- Teachers will ensure remote learning is appropriate to individual needs. Please inform a member of the team if you need some support around this.
- Small-group live sessions may be offered to support individual needs.

- Remote learning in EYFS and Year One will be tailored to meet the needs of the class. Sounds Write phonics lessons will be pre-recorded and shared daily. Children will be invited to a live google met daily to share a story.

Remote learning offer for a small number of pupils who are self-isolating whilst the rest of the class (bubble) remain in school:

- Remote Learning offer will **begin on Day 2** for pupils who are self-isolating (if they are well enough, they should complete these activities).
- Children will follow their normal timetable each day where possible.
- All resources will be accessible via Google Classroom.
- In EYFS, Tapestry may be used to share resources.
- Resources will support guided and independent practice, and may include either a virtual lesson, PowerPoint, worksheet or lesson summary.
- Work should be submitted via Google Classroom.
- Teachers will feed back on work using same criteria as if the whole bubble were self-isolating
- Please be aware that the class teacher is also responsible for face-to-face learning for the rest of the class.
- If the class teaching team are unwell, A member of SLT will offer the above.

On-line Safety

This section of the policy will be enacted in conjunction with the school's E-Safety Policy.

Attendees will:

- wear suitable clothing (eg not pyjamas) - this includes others in their household.
- be situated in a suitable 'public' living area within the home with an appropriate background.
- use appropriate language – this includes others in their household.
- maintain the standard of behaviour expected in school.
- use the necessary equipment and computer programs as intended.
- not record, store, or distribute video material without permission.
- always remain aware that they are visible.

School will:

- record live lessons to ensure safeguarding.
- risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

- ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- direct parents to useful resources to help them keep their children safe online.

Parent and carers should:

- reinforce the importance of children staying safe online.
- Be aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- set age-appropriate parental controls on devices and internet filters to block malicious websites.

Safeguarding

This section of the policy should be read in conjunction with the school's Child Protection and Safeguarding Policy.

- The DSL and SLT will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact arranged where required.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- Vulnerable pupils will be provided with a means of contacting the DSL, their deputy, or any other relevant member of staff – this arrangement will be set up by the DSL.
- The DSL will talk (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately.
- Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

Data Protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

- Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- All contact details will be stored in line with the Data Protection Policy and retained in line with the Records Management Policy.

- Any breach of confidentiality will be dealt with in accordance with the school's Data and E-Security Breach Prevention Management Plan.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

DfE's ['Restricting attendance during the national lockdown: schools'](#) Summary of Key Points:

Remote education, where needed, is high quality and aligns as closely as possible within school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

- *Develop remote education so that it is integrated into school curriculum planning: remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.*
- *Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. In developing these contingency plans, we expect schools to:*
 - *Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations.*
 - *Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback.*
 - *Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.*
 - *Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.*
 - *Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects. Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos.*
 - *Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.*
 - *Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.*
 - *We expect schools to avoid an over-reliance on long-term projects or internet research.*