Remote Learning Policy

Rationale

During a localised lockdown/school/class closure, children will be educated at home. Online education will follow the same principles set out in the school's behaviour, learning and curriculum policies.

Aims

- To ensure consistency in the approach to remote learning for children who aren't in school.
- To set out expectations for all members of the school community with regards to remote learning.
- To provide appropriate guidelines for data protection.

EEF Guidance

Our Remote Learning systems have been guided by the research carried out by the EEF. Elements of effective teaching have to be present in order for remote learning to work:

→ Clear expectations

→ Scaffolding

→ Feedback

Teachers may explain a new idea using a pre-recorded video, powerpoint presentations, video clips used from the National Oak Academy/BBC Bitesize or written/pictorial explanations, however…

'What matters most is whether the explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed'.

By using Seesaw to set work, but also receive work, it allows a two-way system for children to continue their education, not only revising important skills, but crucially moving their learning forward. This platform enables teachers to give clear explanations of new content; interactive questions and reflective discussions; a platform to provide scaffolds and apply new knowledge; it allows pupils to receive frequent feedback on how to progress; whilst enabling teachers to constantly assess the children's understanding and knowledge and adapt future learning to respond to their needs.

Intent

We have prepared for this provision, received training and have investigated and discussed the most effective way to ensure each child, of whatever ability, maturity and approach to learning, can make progress. Details were sent out to each parent explaining how to access Seesaw.
We have decided to use Seesaw as our main platform for the following reasons:

- Children are familiar with Seesaw and have used it successfully in school.
- Using Seesaw as a platform we are able to use short videos with an activity where we are teaching the children the knowledge they need, and how to complete the activity
- The learning activities are set specifically and are targeted at each individual child's ability.
- Children can upload their work instantly once they have completed it.
- Once the work has been uploaded, teachers can mark and assess the work, which enables us to move the children's learning on, or go over any extra learning needed.
- Teachers are able to see who has completed the work and who has 'got it', so that when the children return to school, we can move on or plug gaps.
- The learning is all new learning, which we would have been doing in school. It is important that the children are completing the work and not missing out on new knowledge.

- A short video from teachers of encouragement/ praise will be posted daily to keep the interaction between teacher and child, and phone calls will be made to keep in touch with the children, to check on their wellbeing and address any issues with their learning.
- The work can be accessed at the convenience of the family to fit in with their particular home circumstances
- Videos will be left on Seesaw and teachers will make phone calls to the children to check on their wellbeing and address any issues with their learning.
- Feedback will be given for every piece of work completed, either voice notes, written comments, the like button, whole-class feedback given on the daily video, individual video notelets, or learning tasks which are automatically marked via a digital platform (for example MyMaths and LBQ).

Implementation

Expectations – a child can expect to receive:

- Daily learning tasks and explanations for Maths, Literacy and then one other aspect of the National Curriculum (for example history, science, geography, art) on a daily basis, up to 3 hours learning for Classes C, L and I, and 4 hours a day learning for Classes T, O and N. Daily phonics sessions will also be uploaded for EYFS and KS1 children.
- Video and audio recordings will be made by teachers explaining and modelling learning tasks. As well as modelled examples given on Seesaw, including resources and slides, there will also be opportunities for the children to learn through Reading Eggs, MyMaths, TTRockstars, LBQ, Phonics Play, to name a few.
- We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make adaptations in some subjects. For example, in art we may focus on drawing skills, as we appreciate that families may not have the same art provision we have here at school.
- All children are expected to read daily, either using reading books which have been sent home at the beginning of an isolation period, or by using online resources, such as Reading Eggs, Audible, phonics play or uploaded books or chapters.
- Daily story time will be provided for all children, with class teachers also reading 'Class Reader' books in instalments.
- The work will be a mixture of practical, screen-based tasks and work they could complete on paper, as we appreciate that there will be varying demands on laptops, iPads and Internet access.
- Teachers will be available during the school day for if anyone is stuck with their work – children can request help via Seesaw, which will be responded to by teachers or teaching assistants.
- Children are to upload their work on to Seesaw (either by submitting an electronic version of the work, or by taking a photograph of their learning) which will then be seen by teachers and feedback will be provided.
- National online resources such as Oak National Academy, BBC Bitesize Daily etc will also be used for the children's education.
- Pre-recorded video clips can be used to explain skills and knowledge to the children, which can be any length, this will depend on the content being taught or introduced.
- On the first day of Remote Learning – the pupil will have a message from their teacher explaining the learning tasks for the day, and then the learning explanations, videos and resources will be uploaded ready on to their Seesaw platform.
- Where individual pupils need to self-isolate but the majority of their peer group remains in school, then on the first day of a self-isolation period the child should complete the '1st Day of Isolation' folder of work, which will be saved in their Seesaw account. For the remaining time of the isolation period,

the teacher will upload videos, slides, resources and learning tasks, following the same planning and curriculum as the main cohort.

Additional support for pupils with particular needs:

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 by providing a tailored curriculum to their needs, with regular contact from school, providing more voice notes for feedback than written comment, if required to review learning.

Continuing the St. John's Community Ethos during Lockdown

→ We will celebrate children's achievements by nominating them for Shine Awards.
→ Children will be invited to take part in whole school activities, such as Padlet tasks, Scavenger Hunts and Maths Problem of the Day.
→ The Academy will use Twitter to make announcements and to share achievements too.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between 9.00 am and 3.25pm – unless unwell.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Setting differentiated work
- Teachers to provide a 'First Day of Isolation' pack of work uploaded to their Class Seesaw Accounts, which children can complete on the first day of isolation, they will then upload work on a daily basis.
- Providing feedback on work:
    - Reviewing, assessing and providing feedback to completed work sent through on SeeSaw.
- Keeping in touch with parents
    - Teachers to use 'Caller ID withheld' if contacting parents by phone. Phone calls should only to made within 'working' hours.
    - Teachers will check on engagement from pupils every day as they are responding to questions and giving feedback. Teachers should contact parents of children who are not engaging with work as soon as possible to
        - Check the child is well
        - Check if there are any problems with the work
        - Encourage child to complete the work
    - Emails from parents and children should be directed to the school office if it is not relating to the child's remote learning.
    - Teachers or teaching assistants are to have made at least one courtesy call during an individual self-isolation period, or at least every week during a lockdown (these are to be logged onto a class log sheet).
- Providing daily video messages of encouragement to the children.

- Children who do not have access to a digital device at home for Remote Learning will have the opportunity to loan a laptop for the duration of the isolation period or Lockdown.
- Attending virtual meetings with staff and parents
- Dress code – staff must be appropriately dressed and all members of the family in the house must be in day wear.
- Locations for pre-recorded videos – only main living rooms to be used, avoid places with excessive noise or distraction. Bedrooms, bathrooms and small confined spaces must not be used.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between their working hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

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

- Supporting children who aren't in school with learning remotely:
    - SEND plans / discussion with teachers regarding which children and how/ giving feedback and support on Seesaw to students.
- Attending virtual meetings with teachers.
- Attending online training which enhances their CPD portfolio.
- They may be asked to carry out 'courtesy calls' to parents of their class and speak to the children too.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, the designated person for this is the Vice Principal.
- Monitoring the effectiveness of remote learning will be completed by the Vice Principal– through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from children and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Contacting families of children who are not engaging with Remote Learning. If contact cannot be made over the phone by a teacher or member of SLT (over a number of days), then a letter will be posted/emailed home explaining the need to get in contact. If contact still cannot be made, the Chair of Governors will be informed and they will make contact with the family. The final stage would be for the school to gain advice from the Education Wealth fare Officer (EWO).

Designated safeguarding lead

The DSL is responsible for:

- Responding to any referrals from teachers regarding safeguarding.
- Working with the SLT to review any safeguarding issues / complaints / breaches of policy.
- Communicating regularly with staff to ensure that there are no safeguarding / welfare concerns

IT coordinator and Global Solutions

We recognise that some pupils may not have suitable online access at home. For those children who do not have access to a device or internet, the Academy is able to loan out a laptop and/or dongle (internet access), so that the children can continue to learn at home. Families in this position need to contact the office, so that a time can be arranged for the device to be collected from school. Before a laptop is given to a family, we ask that they sign a user agreement contact, explaining our expectations for the duration of the Lockdown/Isolation period.

IT 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 remote learning systems and flagging any data protection breaches to the data protection officer.
- Setting up laptops to be loaned out to families, ensuring paperwork is complete and wiping laptops when returned.

Children and parents

Staff can expect children learning remotely to:

- Log on to Seesaw daily to access their learning tasks.
- 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:

- Make the school aware if their child is sick or otherwise can't complete work.
- Setting routines to support your child's education.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

Governing Body

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.

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 the relevant subject lead or SENCO.
- Issues with behaviour – talk to the SLT.
- Issues with IT – talk to KR or Global Solutions.
- Issues with their own workload or wellbeing – talk to P/VP
- Concerns about data protection – talk to P/SBM
- Concerns about safeguarding – talk to the DSL/DDSL

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Use remote access CPOMS for personal data.
- Staff must only use school devices to access data.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

Keeping Children Safe in Education 2020 (Sept 2020)

In order to protect your child, we will:

- Record the lessons for Safeguarding purposes
- Not allow any teacher to contact your child outside of any pre-arranged meetings using these online tools and if they do need to contact you they will do so following their normal contact procedures (i.e. emailing or telephone)
- All material will be age appropriate.
- Insist that all adults use appropriate language/ behaviour throughout the call.
- Any teacher will let any members of their household know that the lessons are in progress and make sure that any family member will use appropriate language/behaviour throughout the call.

In order to make sure that your child stays safe online, we ask that you do the following:

- Access to the platform is only made through a pre-authorised account by the teacher.

- You will make sure your child has 'logged off' the call correctly and signed out before turning off any devices
- You will take ultimate responsibility for anything your child decides to share via the comments section or the screen share.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E- safety policy

Monitoring arrangements

This policy will be reviewed every 2 years.

Written: September 2020

To be Reviewed: July 2022 or sooner if evidence dictates.

Approved by Governors: