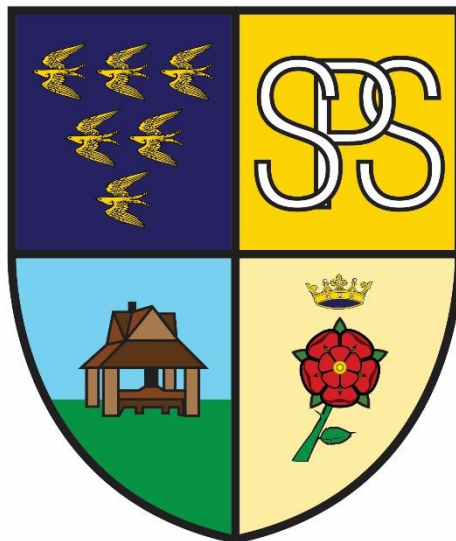


Sedlescombe Church of England Primary School



Remote Learning Policy 2021-2022

Implemented	January 2021
Review Cycle	Annual
Review Date	January 2022

Sedlescombe Vision and Values



Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Honesty	Forgiveness
Courage	Thankfulness	Kindness

Vision:

**Our school is a family with God at its heart.
Christian values guide and inform all that we do.**

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

Learning, Loving and Growing Together with God

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1. Aims:

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Set out the expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

2. Roles and Responsibilities:

2.1 Teachers

- When providing remote learning teachers must be available between 8:30 am and 4:00 pm each school day.
- If a teacher is unable to work for any reason during this time, for example due to illness or caring for a dependent, this absence must be reported.

When teachers are providing remote learning teachers are responsible for:

- Creating a timetable for the week as similar as possible to that which would be taught in school. This is to be saved on in the staff drive on the school server.
- Ensure coverage from across all subjects linked to the current topic being covered and the school's Curriculum Map.
- Upload the daily timetable with all links to video lessons and worksheets to Tapestry by 8:00 am.
- Live daily registration on Teams at 9:00 am each morning when a class is self-isolating followed by the daily message and update.
- During whole school closure upload a daily message outlining the expectations for the day in terms of the learning to be completed and any 'shout outs' linked to special events for children in the class such as a birthday and particular mentions for children who performed well on the learning from the previous day e.g. top class scorer on TTRS, great writing, problem solving.
- Upload a pre-recorded maths lesson to Tapestry (e.g. using loom) which includes **modelled examples** of what the children need to learn during the lesson. Include worked examples and model the use of manipulatives and visuals so that as far as possible it reflects a CPA approach. The lesson should include differentiation so that the learning can be accessed by all children in the class. Answers should be provided so that children can mark their learning before uploading it to Tapestry for the teacher to view. The teacher can then review the marked work look for any misconceptions that can be addressed in future remote learning lessons.
- A daily Fact Fluency lesson. At Key Stage 1 this could be daily Numbots or counting practice and from Key Stage 2 onwards this lesson should be linked to the school scheme, No Nonsense Number Facts.

- Upload a pre-recorded English lesson to Tapestry. English should continue to follow the rich text approach as per the school English Policy. The pre-recorded lesson should include modelled examples of writing as appropriate and modelled answers to provide a framework for children's learning and an example of what the learning expectation is for that day.
- In the infants there should also be a daily, pre-recorded phonics lesson (to ensure the correct pronunciation) with a short follow-up task for the children to practise and consolidate their learning. Phonics Bug and Phonics Play can be used to support learning in the lesson, but should not be used in place of a pre-recorded lesson.
- Children should be given opportunities for reading for pleasure which could include children reading a book of their choice, listening to an audio book, or the teacher reading to the class.
- In the EYFS there will be daily maths or English lesson, but whichever is not taught will be supported with play based activities such as Numbots, School Jam, Phonics Bug or Phonics Play as well as an expectation that children should be heard read daily.
- Creating online learning resources to support children in their learning e.g. lesson introductions, Oak Academy Lessons, BBC Bitesize.
- Ensure children and parents know how to upload completed work, take photos of work etc.
- Once work has been uploaded comment on work and use to complete formative assessments to inform future planning and lessons.
- During whole school closure hold a weekly class interaction session so that the teaching staff can have eyes on the children for safeguarding purposes and children can have social interaction with the class to support their mental well-being. This could be through a group task on TEAMS or a class quiz or class worship with a topic for discussion etc.
- The headteacher, or in her absence a member of the SLT, will produce a pre-recorded whole school Collective Worship once a week and this will be followed up with a class worship with the class teacher once a week.

Providing Feedback on work:

- Pupil should send any completed work to the teacher by uploading it on Tapestry.
- Teachers should comment on the children's work at least once a day.
- All comments to the pupil should be made ahead of the next lesson e.g. maths and English daily but a weekly RE lesson ahead of the next set lesson.

Keeping in Touch with Pupils and Parents:

- Gold Book Awards to be given to children for outstanding work or effort in their remote learning. This can be done by notifying the Headteacher by the end of

the day each Thursday. The awards will then be e-mailed each Friday afternoon and celebrated on the weekly newsletter.

- E-mails from parents and comments on Tapestry are to be checked between 9:00 am and 4:00 pm Monday to Friday. E-mails should be replied to within 48 hours. If longer is needed to get the information needed a holding e-mail should be sent explaining this.
- Any issues or concerns that are received from parents are to be dealt with professionally by the class teacher, blind copying (BCC) in the Headteacher to the reply. Electronic copies of the correspondence should be kept for reference purposes. If necessary, the class teacher is to seek advice from their line manager or the Inclusion Lead.
- Teachers should ensure that all children have uploaded work daily, if no work is uploaded after two days the teacher should make contact with the parents via telephone.
- If phoning a parent during remote learning your number should be withheld (e.g. add 141 ahead of the number being dialled) and parent's numbers can be accessed from SIMs using SIRAS remote access. Never give out your personal details or share personal details of any parent.
- Keep records of all verbal communications with parents using the parent communication log on the staff drive and whether there are any concerns (Appendix 2). If there are any concerns these must be logged straight away on MyConcern and a DSL should be informed about the concern. The DSL may then choose to have a follow-up conversation with the parent.
- Any contact with parents should be polite and encouraging and identify any barriers to completing remote learning suggesting ways these could be overcome or help that could be offered.

Individual Pupil Self-Isolation

If a child is self-isolating individually and not with the rest of the class, then remote learning **must be** provided from the first day after we have been notified that the child is self-isolating at the latest. The expectations are as follows:

- Remote learning for the day is to be uploaded to Tapestry each day by 8:00 am.
- Children in self-isolation should upload work daily and if work is not uploaded then the teacher should make contact with the parent the following day to make sure that there are no difficulties with completing remote learning.
- The lessons and learning set each day should align to those being covered in school and should span the whole curriculum.
- The work should be tailored to the pupil self-isolating and any child with SEN should have individual work provided. This work could come from Oak Academy, White Rose, Classroom Secrets or BBC Bitesize as long as it aligns to the class work.
- If a child should subsequently become unwell then remote learning does not need to be provided whilst the child is unwell.

2.2 Teaching Assistants

- Teaching Assistants must be available each day for their normal working hours e.g. 8:30 am to 1:30 pm.
- During this time if the Class Bubble is closed and self-isolating a TA is expected to make contact with the class teacher daily to see how they can support the class teacher. Examples could include:
 - Contacting parents of the children who have not uploaded any work signed in to the daily registration session
 - Taking a small group of children who need additional support with learning via Teams
 - Supporting with the weekly social class interaction tasks
- If no specific tasks have been set the minimum expectation is that the TA should log into Tapestry and add any uploaded work to the children's journals, deal with any parent questions and give feedback on any work that has been uploaded. If a TA does not have access to technology at home to do this then they should contact the Headteacher to see what technology could be loaned to support with working from home when their class bubble is shut.
- If a National Lockdown is in place Teaching Assistants will be expected to attend school to support the children of critical workers and vulnerable pupils with their learning. Hours may be adjusted for safety reasons, but will not exceed contracted hours.

2.3 Subject Leaders

Alongside their teaching responsibilities, subject leaders are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Support teachers with setting relevant work on Tapestry.
- Sharing resources, websites and any best practice guidance from subject associations that can support teachers with planning their subject remotely learning.

2.4 Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning and the implementation of the remote learning policy using the checklist in Appendix 1.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Providing a whole school Collective Worship once a week.

2.5 Designated Safeguarding Leads (DSL)

The DSL and Deputy DSLs are responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Recording any contact and concerns on MyConcern.
- Informing DCAT safeguarding lead (Mark Talbot CEO) of any concerns relating to Child Protection issues.

For further information and guidance see the COVID-19 amendments to the Child Protection Policy.

2.6 Pupils and Parents

Staff can expect pupils to:

- Be contactable during the hours of the school day from 9:00 am to 12:10 pm and 1:20 pm and 3:25 pm, although the children are not expected to be in front of a device at all times.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if there is an issue preventing them from completing work.
- Seek help from the school if they need it.

Staff can expect parents to:

- Be respectful and polite when raising any concerns, issues or complaints with staff.
- Make the school aware if their child is sick or otherwise can't complete the work that has been set each day.

2.7 Governing Board

The Governing Board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both safeguarding and data protection reasons.

3. Who to Contact:

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

- Issues setting work – talk to the relevant subject lead or Key Stage Leader

- Issues with behaviour – talk to the Headteacher
- Issues with IT – log a job using the link on your computer desktop (Contact the Service Desk icon) or call the IT service desk on (01273 482519).
- Issues with own workload or well-being talk to your Key Stage Leader, the well-being leader (Mrs. Oakley) or the Headteacher.
- Concerns about data protection – talk to one of the data protection leads (Mrs. Hades or the Headteacher) who if necessary can get support from DCAT through the Compliance Officer, Claire Friend.
- Concerns about safeguarding - talk to one of DSL's, Mrs. Oakley, Mrs. Harvey, Mrs. Riseborough, Miss. Brogan.

4. Data Protection:

4.1 Accessing Personal Data

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

- Have access to documents to record parent contact or concerns about children, this will be securely sent to the safeguarding leads. Parents can directly contact either the Headteacher or the Deputy Headteacher. To discuss their child if they prefer.
- Teachers are able to access parent contact details via SIMs using their log-in details (these should not be shared). Do not share any details with third parties and ensure SIMs is logged off once used.
- SLT have the ability to locate personal details of families when required through securely accessing SIMs.
- SLT are not to share their access permission with other members of staff.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information.

4.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as e-mail 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 on-line.

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 – 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 anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.
- Saving and accessing files remotely to the server rather than on the computer hard drive or desktop.

5. Safeguarding:

Please see the following updates concerning safeguarding in relation to remote learning:

- COVID-19 amendments to the Child Protection Policy

This details reference to remote learning curriculum and risks online.

6. Monitoring Arrangements:

This policy will be reviewed as and when updates to remote learning are provided by the Government, DfE or by the Headteacher.

At every review the changes will be approved by the Headteacher and SLT before being shared with staff and published on the website.

7. Links with other Policies:

This policy is linked to:

- Behaviour for Learning Policy
- Child Protection Policy and COVID-19 Addendum
- Data Protection Policy
- Privacy Notices
- ICT and Acceptable Use Policy
- Online Safety Policy

Appendix 1: Remote Learning Policy Checklist

Remote Learning Expectation				Comment & Development Point
Weekly Timetable Saved on staff drive				
Coverage of whole curriculum evidenced in remote learning				
Remote learning is linked to the current topic and curriculum map				
Daily timetable is uploaded to Tapestry by 8:00 am each day. This includes: <ul style="list-style-type: none"> • Links to pre-recorded video lessons • Worksheets • Resources to support learning if needed 				
There is pre-recorded daily message outlining the expectations for the day including appropriate 'shout outs' or live registration taking place				
Pre-recorded maths lesson from the class teacher with modelled examples using CPA approach and differentiation as needed				
Daily fact Fluency lesson: Infants Numbots, counting practice, School Jam KS2 lesson from No Nonsense Number Facts				
Pre-recorded English lesson using a rich text approach and including modelled examples of writing or modelled answers to questions				
Infants only: Daily pre-recorded phonics lesson with supporting activities and games				

Subjects with no pre-recorded video are supported with appropriate online learning resources				
Comments and feedback are given on uploaded work ahead of the next lesson				
Weekly live class interaction session is held and supports children's social interaction and well-being				
Concerns are logged on MyConcern and raised with a DSL				
Parent communication logs are completed and actions addressed				
Written communication with parents is polite, professional and shows a good standard of English				
Children are receiving Gold Book Awards for appropriate reasons on a weekly basis				
Appropriate remote learning is provided for pupils self-isolating on daily basis				

Appendix 2: Parent Communication Log

Sedlescombe Church of England Primary School

Parent Conversation Summary

Date of Conversation:	
Conversation with:	
Summary of discussion at the meeting:	
Use a continuation sheet if necessary	

Summary of the key points:
1.
2.
3.
Actions for the key points:
1.
2.
3.

Signed: _____

(staff member)