CLAYTON ST JOHN CofE PRIMARY

REMOTE LEARNING POLICY

Ratified by Governors:	Autumn Term 2024	Signed Headteacher: Mrs G Emsley Full Governing Body
Next Review Date:	Autumn term 2026	

'Growing together in God's Love'

A member of the bdat family

Safeguarding Statement of Intent

At Clayton St John CofE Primary we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Clayton St John CofE. We recognise our responsibility to safeguard all who access the school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. We also work to ensure that our pupils are aware of Online Safety and who to talk to if they feel vulnerable or scared.

Vision Statement

'Growing together in God's Love'

Rooted deeply in God's love, we flourish as individuals and as a community.
Within a nurturing environment, we develop curiosity, creativity and a love of learning.
We learn and grow when things go well and things go wrong. In all we do we hope to be the best we can be.

Ephesians 3 v 16 and Jeremiah 17 v 7 & 8

Statement of Intent

At Clayton St John CofE Primary we strive to ensure that our pupils are safeguarded against any form of harm. We ensure that our staff are trained appropriately, can identify signs of abuse and follow policy and procedures for reporting concerns, disclosures and allegations.

Our Vision

At Clayton St John CofE Primary we pride ourselves on developing a positive ethos built on the foundations of the Christian faith. This ethos is based on the following Values and principles that, as stakeholders, we all aim to uphold:

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RESPECT

R: Resilience - To take risks and be confident to have a go and not give up when mistakes are made.

E: Encouragement - We are motivated by our family, friends and teachers and rejoice in God's love.

S: Security - The love, care and responsibility we are given make us feel safe at school.

P: Pride - Achieving individual goals and successes to be the best we can be.

E: Empathy - The ability to understand and share the feelings of others.

C: Collaboration - Working together we respect our differences and listen to each other.

T: Trust - With faith in God's love and each other, we can live the life we want to live.

1. Aims

This remote learning policy for staff aims to:

• Ensure consistency in the approach to remote learning for pupils who are not in school

• Set out expectations for all members of the school community with regards to remote learning

• Provide appropriate guidelines for data protection.

1.1 Principles of remote learning contingency plan

We always strive to be creative, innovative and supportive with our parents and children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this in the following ways:

Safety – ensure safety and well-being of individual pupils and staff

Community – Build a community with pupils and families in this new phase of learning

Academic – Provide all pupils access to academic materials and resources that are developmentally appropriate

Lifestyle- Provide all pupils and families access to learning materials that promote healthy behaviours

Staff well-being – Ensure staff feel empowered to collaborate, connect, and contribute to remote learning in sustainable and successful ways

1.2 Platforms used to deliver remote learning Microsoft Teams will be used to deliver remote learning. Dojo will be used as a communication tool between

parents/carers and teachers.

1.3a **Remote Learning Planning-** Some examples of remote teaching approaches we will use include:

- A copy of a weekly timetable for each class will be uploaded to Microsoft Teams and Dojo.
- Teachers may put daily reminders on Dojo about times for live lessons.
- Each phase will provide the following daily live lessons: EYFS Reception - Phonics, English and Maths (wider curriculum activities are available through Microsoft Teams files) Nursery – Monday to Friday – Live lesson Learning and set activities.
- KS1 – English/Phonics, Maths and wider curriculum KS2 – English, Maths and wider curriculum
- We will use daily live lessons, whereby the teacher will deliver an input to the children, via Microsoft Teams, before asking them to complete an activity or piece of work independently. In some cases, teachers or support staff will stay online for an extended period of time or create breakout rooms, in order to provide support.
- In some instances, pupils will be directed to pre-recorded lessons, either via their own teachers or lessons from high quality educational websites such as Oak National Academy lessons.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, may be used to support pupils' learning.
- Those children who need to access paper packs of work will be contacted by telephone to be supported with their learning. The content of the paper packs will be linked to the live lessons. This ensures that children have access to the same curriculum provision.
- As part of remote learning, children may be invited to attend a live pre-teaching or intervention session, aimed at supporting them in their learning journey and/or a reading session, where children will read to another member of staff. These interventions may be delivered by the child's class teacher or a member of support staff. For children with SEND, additional sessions are timetabled during the school week to provide support for those children with individual education plans.
- Where it is clear that an individual is experiencing particular difficulties or for those with pupils with SEND, these pupils can be identified for extra teaching/ intervention as would be the case now. Teachers and /or support staff will be used to support small groups of pupils where this is appropriate. A breakout room or a separate

session may be set up by the teacher to invite identified pupils. They would access the intervention classroom in the usual way and the day, time and link for these sessions would be communicated to parents in advance. Sessions may be curriculum focused or focused on social and emotional skills. These may be scheduled on a weekly basis to the same group of pupils in set sessions. Your child's class teacher will inform you when/if your child is required to attend one of these sessions.

1.3b **Remote study time-** each day we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day: Primary school-aged pupils 2YO/Nursery – Up to two hours per day Reception – Up to two hours per day KS1 – Up to three hours per day KS2 – Up to five hours per day

1.4 **Digital Protocols** - All parents have access to the safety policy on the website.

1.5a **Setting work & Accountability** -Staff to deliver and explain the task via Microsoft Teams and Dojo

- Children will be given time to complete the task after the Teams session and the teacher will be available during this time via year group email.
- The children will need to have the task completed ready for the next session the day after.
- Real time accountability will be used and children encouraged to use the Microsoft Team features to put their hand up and answer questions.
- Implicit accountability will be used for children to complete tasks and to compare answers with peers.
- Lagging accountability will give the children the opportunity to upload work and to receive feedback.

1.5b **Providing feedback-** Feedback will include:
Verbal feedback

- General comment to the whole class in response to the work completed
- Sharing key examples as they appear at the start of the next lesson.
- Address any general misconceptions as required within the next lesson Written feedback (subject to change with guidance)
- A minimum of 1 detailed comment made to each pupil each week regarding the work they have uploaded and work in the lessons that they have completed (not every single piece of work just key items)

• 1 general comment on the class page to encourage all pupils to engage in their remote learning and thanking parents as needed One Note, a feature of Microsoft Teams, may be used for children to complete work and for teachers to provide either written feedback or recorded verbal feedback In addition to providing feedback to children's work, we will also assess the children's understanding by using low stakes assessments, such as PIXL to create quizzes etc. so that teachers can adapt their teaching and plan for any gaps in learning that are identified.

1.5c **Assessment & Review**

• Staff will review what the children have been set through a variety of ways.
• Online resources such will be used for a quiz at the end of topics or each week in KS1 and 2.
• Through the lessons and during feedback sessions, some of the children will be asked to verbally respond.
• Following the reviewing of work, plans may be changed for the next lesson/week or when the children return to school.
• Assessment for learning opportunities will be created during the delivery of sessions.

1.6 **Provision for SEND pupils**

• Our SENDCO, monitors provision, class and intervention timetables and engagement for all children with SEND. This includes tier 2 and tier 3 interventions, Pupil Passport work and engagement in remote learning.
• Our SENDCO will be available for parents to contact if they have issues regarding any children with SEND, who are struggling to access remote learning. She will work together with parents, class teacher and pupil to make adaptations as required to ensure that all pupils have full access to remote education.
• Parents/carers of pupils with SEND will be contacted twice per week (once by the child's class teacher and once by a member of staff known to them). They will be offered support with home learning, if required.
• Teachers can ask for our SENDCO to make additional phone calls, provide support in adjusting provision and/or suggest/provide access to one-to-one support for children have anxiety surrounding remote learning.
• The School's Mental Health worker will continue to work with children who have been identified as having an SEMH need.
• Well-being (PSHE) sessions are timetabled into each week for all children to support mental health and these sessions are not academic.

• Teachers will email our SENCO each week regarding engagement of pupils with SEND in IEP work and tier 2 and 3 interventions. Our SENDCO will provide advice and support, as needed.

1.7a **Individual Pupils who are self-isolating** -If the rest of the pupils are in school and a pupil is self-isolating, but is well enough to complete school work at home, they will receive a document which outlines the learning objectives that will be covered while they are isolating, including websites that can be used to access resources. They will also receive a paper pack of work, which links to the objectives the rest of the pupils will be taught during the isolation period. Where it is relevant, the pupil will be invited to join in the lesson with the rest of their class, virtually.

1.7b **Full school closure or class bubble closure-** In the event that children are expected to access immediate remote education, such as a national lockdown or a bubble closure, children will be provided with a paper pack of work to complete independently, on the first day. The paper pack of work is to allow time for teachers to produce clear planning to ensure effective implementation of remote learning. The initial paper pack of work will focus on practice and consolidation, based on the teacher's knowledge of the children (assessment for learning). Children are then expected to share their completed work, so that teachers can provide feedback. Children may also be directed to the Oak National Academy lessons or other quality educational websites. In additions to the paper packs, Reception children will receive a selection of flash cards to be used to allow children to interact with live lessons. The flash cards will consist of letter sounds, including digraphs, CVC words and numeral flash cards. In addition to paper packs, KS1 children will receive a selection of flash cards for parents to use with children which will include common exceptions words, phonics flash cards linked to current phonics programme (RWI), as well as days of the week for year 1 and times tables facts for year 2.
Teachers will deliver a live lesson via Microsoft Teams, the day after a national lockdown or bubble closure, to explain the remote learning provision for the duration of the school/bubble closure period and to ensure all children can access Microsoft Teams effectively, providing technical support where required. The next day, the teacher will deliver a live Microsoft Teams test lesson, which ensures the children are effectively equipped to navigate and use Microsoft Teams effectively. Additionally, during days one and two, well-being phone calls will be made to families to outline the format and expectation of remote learning and e-safety aspects of the Microsoft Teams protocol (previously issued to parents), as well as to

provide support and reassurance to parents and children. During this phone call, parents and children will be given a timetable outline of their live lessons, individual reading sessions and, where necessary, preteaching and intervention sessions, which will include links to the targets of pupils with SEND. Following this, live lessons will resume, which will be closely matched to the planned sequence of learning they would have received had they been in school, following medium term plans, where possible.

2. Roles and responsibilities

2.1 **Teachers** -When providing remote learning, teachers must be available between during their normal 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 providing remote learning, teachers are responsible for:
Setting work, by ensuring:
• work is suitable for their class
• work will cover the child's self-isolation period
• work is uploaded to Microsoft Teams or paper packs are provided, where necessary
• they co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work Providing feedback on work
• Commenting on work via One Note on Microsoft Teams or Dojo (see section 1.5b Providing Feedback for further information

2.2 **Teaching Assistants** -When assisting with remote learning, Teaching Assistants must be available between their normal 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 pupils who are not in school with learning remotely, as directed by the class teacher. This may include listening to individual readers, making well-being phone class, delivering tier 2 and 3 interventions etc.
• Attending virtual meetings with staff, parents and pupils
• Ensure they are appropriately dressed (normal work clothes)

• Ensure their location is appropriate (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 **Subject leads** - Alongside their teaching responsibilities, 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
• Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
• Monitoring the remote work set by teachers in their subject
• Alerting teachers to resources they can use to teach their subject remotely

2.4 **Senior Leaders-** Alongside any teaching responsibilities, senior leaders are responsible for:
• Co-ordinating the remote learning approach across the school – team leaders to work with their teams to coordinate approach, where possible
• Monitoring the effectiveness of and engagement in remote learning
• Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 **Designated Safeguarding Lead** -The DSL will delegate and lead the Safeguarding Team to:
• Refer any concerns to social care
•Monitor the engagement of children who are the subject of child protection plans or are considered vulnerable who are working remotely
• Attend all relevant meetings for children
• Be contactable via email or telephone by concerned staff members or parents
• Remain in contact with all external agencies for regular updates
• Keep all records up to date (CPOMS etc).

2.6 **Pupils and parents-** Staff can expect pupils learning remotely to:

• Be contactable during the school day – although consider they may not always be in front of a device the entire time

• Complete work to the deadline set by teachers

• Seek help if they need it, from teachers or support staff

• Alert teachers if they're not able to complete work It is expected that parents/carers will ensure their children fully engage with remote education. This includes attendance and contribution to live lessons and the uploading of completed work. If they have any issues with remote learning, they will contact their child's class teacher via Dojo.

Staff can expect parents to:

• Ensure their child completes work set

• Support their children in uploading completed work so that the teacher can provide feedback, where needed.

• Ensure their children are familiar with the protocols for remote learning by reading the 'Protocols for Virtual Teaching' guidelines.

• Whilst we understand that some parents will be working from home, parents will be expected to take an active interest in their child's work

• Make the school aware if their child is sick or otherwise can not complete work

• Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

• Be respectful when making any complaints or concerns known to 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 If staff have any questions or concerns about remote learning-** contact the following individuals:

• Issues in setting work – talk to their team leader, relevant subject lead or SENCO

• Issues with behaviour – talk to their team leader

• Issues with IT – contact SLT

• Issues with their own workload or wellbeing – talk to their team leader or our trained mental health first aiders

• Concerns about data protection – talk to the Headteacher

• Concerns about safeguarding – talk to the Safeguarding Team

4. **Data protection**

4.1 **Accessing personal data** -When accessing personal data for remote learning purposes, all staff members will:

- Access data via the secure school server. All teachers and HLTAS have school staff laptops and where possible, personal computers/mobile phones should not be used.

  4.2 **Processing personal data** -Staff members may need to collect and/or share personal data such as email addresses or logins 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.

  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
  • Keeping operating systems up to date
  - Safeguarding Staff to follow the Child Protection policy, online user policy including acceptable use at all times.

5. **Monitoring arrangements** -This policy will be reviewed bi-annually. If any changes need to be made before the formal review, these will be made and staff will be made aware. At every review, it will be approved by the full governing body.

6. Links with other policies This policy is linked to our:

• Behaviour policy

- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy