Remote Learning Policy

The de Ferrers Trust Primary Schools
Based on the DfE template 11-1-2021

The remote learning policy has been written as guidance for staff and parents during the COVID-19 Pandemic.

The information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

The school's usual Online Safety policy and Acceptable Use Agreements still apply at this time, but this policy is an addendum in these unprecedented circumstances.

The staff remote learning lead at Lansdowne is Helen Phillips/Jane Casey and any concerns, questions or feedback can be communicated with him/her through the school office email office.lansdowne@deferrers.com

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1. Aims
The aim of the remote education policy for the Trust Primary Schools is to:

- Ensure that the education and well -being of pupils can continue to be supported remotely in the event of any partial or complete lockdowns, including access to a suitably sequenced broad and challenging curriculum.
- Provide guidance and remote staff CPD for delivering quality and consistent online blended learning for pupils using high quality resources and curriculum materials to ensure consistency in the approach to remote learning for pupils who are not in school.
- Ensure staff can deliver effective lessons online or through provision of other materials to allow pupils to continue to make progress and acquire relevant curriculum knowledge and skills.

- Provide clear expectations for all stakeholders- staff, pupils and parents and with regard to workload, safeguarding and behaviour for effective remote learning
- Support efficient communication between the Academy and staff, pupils and families.
- Provide appropriate guidelines for data protection.

2. Our approach for the primary schools

Maintaining regular learning during the period that schools are closed is of great importance to reduce the impact on children's education, however, we understand that everyone's circumstances at home will be different . Some families have one child to support while others have several. Some families have one device to share while others may have more- and some things may work differently on different devices. Some parents will have plenty of time to help their children to learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we will offer a variety of daily remote learning activities as per government guidelines but be understanding that pupils may not always be able to complete them all. We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core maths and English skills. Please support your child as best you are able

3.   The remote curriculum: what is taught to pupils at home

We aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in practical subjects, such as art, we need to adapt the curriculum recognising there may be limitations on resources in the home.

3.1 Remote teaching and study time each day

DfE guidance is that the amount of remote education, including remote teaching and independent work provided should be, as a minimum:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2: 4 hours a day

3.2 Accessing remote education

Class Dojo is used to access the learning, teachers post weekly and daily with hyperlinks to the remote learning on the Oak Academy platform. These overviews can also be located on the school website in the tab for the corresponding year group. Crib sheets for accessing the Oak Academy website and the protocol for live Zoom lessons can also be found here.

3.3. For pupils without digital or online access at home

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:
- Where possible, we will lend laptops or tablets to pupils. We have a very limited supply of machines and the DfE has not supplied any machines for pupils in key stage one.
- For those pupils without online access we will issue printed materials.

3.4 How will pupils be taught remotely?

We will use a combination of the following approaches to teach pupils remotely:
- Live teaching (online lessons)
- Recorded teaching (e.g. Oak National Academy lessons)
- Printed workbooks
- Textbooks and reading books pupils have at home

- Commercially available websites supporting the teaching of specific subjects or areas.

3.5 Engagement and feedback
We expect wherever possible that:
- Pupils complete work to deadlines set by teachers
- Pupils seek help if they need it from teachers or teaching assistants
- Pupils alert teachers if they are not able to complete work in
- Parents make the school aware if their child is sick or otherwise can't complete work
- Parents seek help from the school if they need it e.g. directing towards resource is to support pupils learning

3.6 Assessment
Feedback can take many forms and may not always mean written comments for individual children. Our approach to feeding back on pupil work is as follows:

Each child has a portfolio on the class dojo website, this is where the children post their learning for feedback. Staff are monitoring the website daily, when not on rota in school. Feedback is given via 'liking' the work, written comments or challenge questions. This aims to be within 72 hours of posting work.
Written work in textbooks is asked to be saved or a photo taken for feedback on Class Dojo if devices allow.

3.7 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 in the following ways:

The SENDCO is in weekly communication with pupils with EHCP who are electing to access remote working. This is either a phone call, email or telephone call. Teachers are providing differentiated work to be accessed by the child. All EHCP children have been offered a school place.

3.8 Remote education for self-isolating pupils
Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will be different from the approach for whole groups. We will continue to ensure that individual pupils are taught a planned and well-sequenced curriculum but our means of delivery may be directed to recorded teaching and or providing paper resources.

4. Roles and Responsibilities
4.1 SLT
Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning- explain how they'll do this such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.2 Class Teachers
Class teachers are responsible for supporting, setting and monitoring remote work and lessons. Teachers are expected to be available during their normal working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for a dependant, they should report this using the normal absence procedure (see published Trust procedures)

When providing remote learning, teachers are responsible for:
- Creating a timetable for the week (with group partners were appropriate) that includes subjects from across the curriculum. Work should be available online ready for the week commencing by Monday 9am.
- Ensuring that work set is meaningful and ambitious to allow children to progress through the curriculum
- Including sufficient assessment opportunities to collect useful data on progress and understanding and provide feedback opportunities
- Ensuring that children have continued interaction with the teacher and other children
- Maintaining records of pupils accessing remote learning
- Establishing clear guidelines on how to download work; where to upload completed tasks; how feedback will be given
- Creating online resources to support lessons throughout the week, or, where this is not possible, providing physical resources is for children to use
- Marking and commenting on children's work
- Teachers in conjunction with the Pupil Support Manager are also expected to ensure that all children are contacted, on a weekly basis by telephone/email/Class Dojo, to ensure pastoral support.

4.3 Teaching Assistants
Teaching assistants must be available to assist with remote learning during their normal working hours. If they are unable to work for any reason during this time, for example due to sickness or caring for dependents, they should report this using the normal absence procedure (see published Trust procedures)
When assisting with remote learning, teaching assistants will work under the direction of the class teachers, just as usual, and may be supporting groups of children who are learning remotely or working with groups or individuals in the classroom.

4.4 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.

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 a member of the SL T
Issues with their own workload or well-being - talk to their line manager
Concerns about data protection – talk to the SLT
Concerns about safeguarding - talk to the DSL

5. Safeguarding
The Academy recognises that safeguarding out of the classroom is as important as safeguarding inside it, and staff will continue to follow and apply safeguarding advice to remote learning situations. The role of the DSL does not change and any child protection issues must be raised following the usual protocols.

6. Data protection
The Academy will continue to follow data protection and GDPR guidance for remote learning. This includes maintaining the same high standards of data protection, when sharing events and lessons remotely, as we would sharing any other sensitive, personal or confidential data.

Staff will follow the procedures in our data protection policy for recording, reporting and responding to data breaches, suspected data breaches and cyber security incidents

The Data Protection Act, GDPR and other relevant policies require the Academy to assess the lawful basis for data sharing and the data protection suitability of providers of services/platforms, and this information will be published in privacy notices.

The Academy will carry out DPIA's of 3rd party processors supplying remote and online learning and/ or communications platforms and for any other processing deemed to require such

The Academy and Trust Acceptable Use Policy of IT and Email policy will be followed when communicating with parents and students.

7. Links with other Policies

- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use polic
- Online Safety Policy
- Code of Conduct