

Remote Learning Policy



September 2020

To be reviewed 2021 or as required

1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school through use of quality online and offline resources in order that pupils can access their right to a broad and balanced curriculum.
- Ensure that the negative educational impact of not attending school, particularly for disadvantaged pupils, is minimised.
- Provide clear expectations members of the school community with regards to the delivery of high quality interactive remote learning.
- Maintain continuous delivery of the school curriculum and support of pupil wellbeing.
- Support effective communication between the school and families.

2. Policy Application

This policy will be applicable when:

- A child is absent because they are awaiting Covid-19 test results and the household is required to self-isolate.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

3. Content and tools to deliver Remote Learning

Resources to deliver this Remote Education Plan include:

- Home Learning section of school website
- Google Classroom
- Purple Mash / Mathletics / Timestable Rockstars
- Printed learning packs
- Physical materials such as books and writing tools
- Phone calls home

The detailed remote learning planning and resources to deliver this policy can be found in **Appendix A**.

4. Home and School Partnership

Viridis Schools are committed to working in close partnership with families. We recognise each family is unique and because of this remote learning will look different in order to suit individual family circumstances.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Each 'school day' should maintain structure. We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. In the absence of appropriate home technology, parents should contact school promptly and paper packs will be made available.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

5. Pedagogical Principles of remote learning

Teaching remotely affords challenges as well as new opportunities. It is not sufficient to replicate classroom practice online and a range of considerations need to be taken into consideration. The Viridis Federation set of principles to ensure sustained high-quality provision include:

- Teaching quality, for example the appropriacy of task, quality of modelling, opportunity to apply, reflect and question, is more important than how lessons are delivered.
- Continuation of a high-quality curriculum, where possible personalised and delivered by the pupil's own teachers.
- A broad range of curriculum content will be provided that enriches and inspires further learning.
- Sessions will include a demonstration, practice and feedback loop and must be able to deliver new content as well as consolidate prior learning.
- Sequences of lessons will set a simple context and aim, re-capping on prior coverage, rehearsing and explaining key vocabulary, and make explicit links to new learning.
- A balance of recorded and live learning will be adopted.

6. Roles and Responsibilities

Teachers

To note: the responsibilities below relate to where a whole class/bubble is isolating and would be reduced if fewer children were isolating and the majority of the class are in school.

- Viridis Schools will provide a refresher training session and induction for new staff on how to use Google Classroom.
- Remote learning hours will be between 8.55am and 3.30pm daily. Teachers will also be expected to attend briefings and staff meetings as usual directed time.
- If teachers are unable to work for any reason during this time they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in Year 6.
- The work set should follow the remote learning timetable each day.
- Weekly and daily Google Classroom tasks for Year 3 – 6 will be set by 8.55am each morning.
- Work set for EYFS and KS1 will be through the school website.
- Weekly website tasks will be submitted for upload on the last day of the previous week.

Providing feedback on work:

- Reading, writing and maths work, all completed work submitted by 1pm to be guaranteed teacher response and comments by 3.45pm.

Keeping in touch with pupils who aren't in school and their parents:

- If there is a concern around the level of engagement of a pupil/s parents will be contacted via phone to assess whether school intervention can assist engagement.
- All work examples should be shared through the home learning email account.
- All parent/carer emails should come through the school admin account. Any parent communication will be answered following the normal school processes.
- Weekly welfare calls will be made in the event that a class / year group bubble are isolating and time will be provided within working hours to complete calls.

Teaching Assistants

- Teaching assistants must be available between 8.30am and 3.45pm if required to support remote education.
- Teaching assistants may be required to support pupils who aren't in school with learning remotely or be reassigned to work with pupils continuing to attend school.
- If teaching assistants are unable to work for any reason during this time they should report this using the normal absence procedure.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of pupil engagement and enacting where necessary to improve engagement of identified pupils e.g. through parent communication, arranging paper copy packs.
- Monitoring the effectiveness of remote learning through quality assuring work submitted for the website and online tasks.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Supporting teaching staff to differentiate work effectively for less able and more able pupils to ensure appropriate levels of challenge from starting points.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians

IT technicians are responsible for:

- Overseeing communication software including telephone communication app.
- Fixing issues with systems used to set and collect work.
- Helping staff 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.
- Assisting pupils and parents with accessing the internet or devices.

The SBM

SBM is responsible for:

- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they are 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.
- Seek help from the school in order to ensure consistent engagement with remote learning across the specified period of isolation.

Governing Body

The Governing Body 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.

7. Links to Other Policies:

- Behaviour & Bullying Policy
- Safeguarding Policy
- Parent Partnership Policy
- Learning & Teaching Policy
- Online safety acceptable use policy
- Data Protection Policy

Appendix A

Viridis Federation planning guide to remote learning

Home Learning Lead Teachers

	Orchard	Southwold	Hoxton Garden
EYFS and KS1	Rachael Carr	Alice Larkman	Jessie De Veer
KS2	Keisha Nelson	Erin Gillham	Charlotte Houchin

Personalised Provision

Personalised provision will be in place for **all individual pupils** self isolating

- The home learning lead (DHT) will be informed immediately by the office team in the event of self isolation and contact will be made with the parent.
- An initial meeting will be held between the parent and DHT to identify expectation on Day 1 of isolation. The personalised home learning timetable and expectation will be shared with the parent by telephone and recorded on a yellow contact form.
- For **EYFS** a paper based work pack will be issued for Week 1 and a second pack organised for Week 2 (doorstep delivery by the school or collection).
- For **KS1** a paper based work pack will be issued on the first day of isolation for Week 1 and a second pack organised for Week 2 (doorstep delivery by the school or collection). Content will include daily literacy tasks relating to curriculum learning, a daily maths task related to curriculum learning, a copy of the DR text / daily reading task, daily key skills tasks and a weekly science and humanities task.
- For **KS2** pupil access to **Day 1 and Day 2** resourcing via the school website / letter will be in place to enable effective preparation of home learning packs.
- A personalised home learning paper based work pack will be issued for **Days 3 - 7** of isolation (doorstep delivery by the school or collection). Content will include daily literacy tasks relating to curriculum learning, a daily maths task related to curriculum learning, a copy of the DR text / daily reading task, daily key skills tasks and a weekly science and humanities task.
- *Arrangements will be made to pick up the Day 3 – 7 home learning pack and drop of the **Day 7 - 14** home learning pack which will follow the same expectation.*
- *A return to school meeting on the first day post isolation will be organised by the DHT.*

Year Group Lockdown / Full Lockdown

Viridis Schools needs to be in the position to offer immediate remote education if there were to be a local outbreak and subsequent lockdown.

Our pre-response will be the following:

- Identify home access the school website home learning pages and online platforms through a questionnaire to parents to complete and return.
- Ensure all children know their individual logins for online learning packages including Google Classroom, Timestable Rockstars, and Mathletics.
- Individual stationery packs (including pencil, ruler, exercise books for maths and literacy task completion, handwriting and a DR text).
- A designated year group home learning lead identified by the Deputy Headteacher to ensure support for teaching teams and quality assurance of tasks.

KS2

Learning Provision

- Two home reading books will be provided with the expectation home school diaries are completed daily.
- KS2 teachers will upload a daily literacy and numeracy task through Google Classroom.
- A Destination Reader text will be provided in the stationary pack and a weekly plan / daily activity plan inclusive of key questions will be available through Google Classroom.
- Daily key skills learning will be uploaded to Google Classroom.
- Daily spelling and handwriting will be uploaded to Google Classroom.
- A weekly humanities lesson and weekly science lesson will be uploaded to Google Classroom.
- All learning will also be available on the school website page also.

Support

- A home learning timetable will be provided and a cover letter explaining the expectation to parents.
- A teacher timetable will be provided to support time management and equitable responsibilities.
- Children will be able to submit photos of their learning and share work via the home learning email account.
- Weekly welfare calls will be made to all families.
- Where children can't access the internet, children will receive home-learning packs (paper-based) to complete.

The principles for delivery will be as follows:

- Children will receive learning opportunities for a range of subjects each day.
- Learning will be sequenced as per our current curriculum model and planning.
- Teachers will be available to give further support as necessary each day.
- Teachers will be available to feedback on work as appropriate each day.
- Lessons will be provided to equate to 4 hours of teaching time per day.
- Pupils with SEND will be offered appropriately pitched work.

KS2 Daily Teacher Timetable

9.00 – 10.15		10.45 – 12.00		1.00 – 2.00	2.00 – 3.45
Google Classroom monitoring and feedback	Break	Welfare Phone Calls (6 a day)	Lunch	Google Classroom monitoring and feedback	Marking, Planning and Preparation time

KS2 Home Learning Timetable

One hour	One hour		30 minutes	30 minutes		30 minutes	30 minutes
Literacy Task and Numeracy Daily Task on Google Classroom or completed via paper pack	Destination Reader reading and task	Break	Home reading book and diary completion	Key Skills daily task	Lunch	Spelling and handwriting	Timestable Rockstars / Mathletics

KS1 and EYFS

Learning Provision

EYFS

- Two home reading books will be provided with the expectation home school diaries are completed daily.
- A weekly work pack with daily tasks will be available through the school website.
- A daily phonics link will be available through the school website.

KS1

- Two home reading books will be provided with the expectation home school diaries are completed daily.
- KS1 teachers will set a daily literacy and numeracy task available through the school website with identified appropriate video input links.
- A daily phonics link will be available through the school website.
- Daily key skills learning will be available through the school website.
- Daily spelling and handwriting will be available through the school website.
- A weekly humanities lesson and weekly science lesson will be available through the school website.

Support

- A home learning timetable will be provided and a cover letter explaining the expectation to parents.
- A teacher timetable will be provided to support time management and equitable responsibilities.
- Children will be able to submit photos of their learning and share work via the home learning email account.
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- Teachers will be available to feedback on work as appropriate each day.
- Lessons will be provided to equate to 4 hours of teaching time per day.
- Pupils with SEND will be offered appropriately pitched work.

EYFS and KS1 Daily Teacher Timetable

9.00 – 10.15		10.45 – 12.00		1.00 – 2.00	2.00 – 3.45
Support Phone Calls	Break	Support Phone Calls	Lunch	Support Phone Calls	Planning and Preparation time

KS1 Home Learning Timetable

One hour	One hour		30 minutes	30 minutes		30 minutes	30 minutes
Literacy Task	Numeracy Task	Break	Home reading book and diary completion	Key Skills daily task	Lunch	Spelling and handwriting	Phonics

Appendix B

Rules for Pupils

Keeping safe: stop, think, before you click! Rules for responsible ICT use

These rules will keep everyone safe and help us to be fair to others.

- I will only use the school's computers for schoolwork and homework.
- I will not look at other people's files without their permission and I will only delete my own files.
- I will keep my login and password secret.
- I will ask permission from a member of staff before using the Internet and will not visit Internet sites I know to be banned by the school.
- I will only e-mail people I know, or my teacher has approved. The emails and messages I send, or information I upload, will always be polite and sensible.
- I will not open an attachment, or download a file, unless I have permission or I know and trust the person who has sent it.
- I will not give my home address, phone number, send a photograph or video, or give any other personal information that could be used to identify me, my family or my friends, unless my teacher has given permission.
- I will never arrange to meet someone I have only ever previously met on the Internet or by email or in a chat room, unless my parent, guardian or teacher has given me permission and I take a responsible adult with me.
- If I see anything I am unhappy with or I receive a message I do not like, I will not respond to it but I will tell a teacher / responsible adult and where I can, I will save or print a copy of the message to show to a teacher/ responsible adult.
- I will tell an adult if I see something on the internet that upsets or worries me e.g. images of people of being unkind.

DfE Tier of Action

There are four 'tiers' of action

- **Tier 1:** Fully open to all pupils full-time, with face coverings required in corridors and communal areas for pupils in year 7 and above.
- **Tier 2:** Secondary schools and colleges in a restricted area to use rotas to help break chains of transmission of coronavirus. Primary schools, alternative provision and special schools remain open to all pupils.
- **Tier 3:** Secondary schools only allow full-time on-site provision to vulnerable children, the children of critical workers and selected year groups (to be identified by the DfE). Remote education provided to all other pupils. Primary schools, alternative provision and special schools remain open to all pupils.
- **Tier 4:** All mainstream schools only allow full-time on-site provision to priority groups. Remote education provided to all other pupils. Alternative provision and special schools remain open to all pupils.

Process in the event of local outbreaks

If a local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. DfE will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. We will provide more information on this process in due course.

Contingency plans for outbreaks

- For individuals, remote education plans should be in place. These should meet the same expectations as those for any pupils.
- 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. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing contingency plans, the DfE 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
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- 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

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources 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
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers