



Remote learning policy

Approved by:	Kate Mather	Date: 15.7.20
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Last reviewed on:	September 2023
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Next review due by:	September 2024
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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 expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

The designated leader for remote learning will be Matt Hood (Deputy Headteacher).

2.1 Teachers

Teachers must be available between 9am and 3pm. 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 procedures as set out by the Headteacher. If it affects the completion of any work required ensure that arrangements have been made with year group partners or SLT to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Setting work –
 - Providing a weekly timetable
 - Uploading a weekly volume of work to the school website including 5 x lessons of core subjects and the timetabled range of foundation subjects.
 - Differentiating tasks
 - Providing a time when work needs to be completed by.
 - Uploading resources or links to supporting materials.
 - Co-ordinating with partner year group staff in order to have the website areas updated before 3pm Friday.
 - Providing feedback on work –
 - Pupils will use their ClassDojo portfolios to upload images/files of completed work.
 - Staff will leave any relevant feedback to pupils via the comment facility on ClassDojo portfolios
 - Staff should respond to uploaded work within 48hrs.
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➤ Keeping in touch with pupils -

- Staff will make regular contact with parents via ClassDojo - and both parents and children through telephone calls.
- Staff are to access and respond to Dojo messages during normal school hours – parents to be notified of this.
- Any complaints or concerns shared by parents or staff having concerns for pupil welfare should be placed on MYConcern
- Teachers to notify SLT if work is not being completed.

➤ Attending virtual meetings with staff, parents and pupils:

- Virtual meetings (e.g. staff meetings) will take place on Microsoft Teams.
- Staff should dress in accordance with school dress code - professionalism
- Staff must ensure that their location is private.

SEE APPENDIX A – E FOR SPECIFIC DETAILS

2.2 Teaching assistants

When assisting with remote learning, Teaching assistants must be available between 9am – 3pm, Mon to Fri. During this time they are expected to check work emails and be available when called upon to attend school. 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:

- Support the learning in class should the teacher be the person isolating and working from home.
- Supporting pupils with learning remotely when requested by the SENCO or class teacher.
- Attending virtual meetings with teachers, parents and pupils
- Completing additional administrative tasks (if staff member is isolating but fit for work) – directed by the class teacher/SLT.
- Ensuring that the staff dress code is adhered to.

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
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject by reviewing the work being set
- 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
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or by gathering feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for monitoring concerns raised on MyConcern – responding to concerns, liaising with or directing staff.

The Well-being team (DDSLs) are responsible for: Maintaining contact with target children and families, collating, passing on information and responding to any concerns.

2.6 Pupils and parents

Staff can expect pupils learning remotely (and the responsible adult) to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time
- 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 to:

- Seek help from the school if they need it using Class Dojo.
- Be respectful when making any complaints or concerns known to staff

2.7 DHMAT / Strategic Task Group

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 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, they should contact the following individuals:

- * Issues in setting work – talk to the remote learning lead/relevant subject lead/SENCO/SLT
- * Issues with behaviour – talk to the SENCO/SLT
- * Issues with IT – Raise ticket with Telford & Wrekin ICT support
- * Issues with their own workload or wellbeing – talk to SLT/Wellbeing team
- * Concerns about data protection – talk to SLT
- * Concerns about safeguarding – Update MyConcern
- * Emergency or illness - contact Head teacher

All staff can be contacted via school email addresses

4. Data protection

4.1 Accessing personal data

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

All staff have access to MyConcern to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.

Teachers are able to contact parents directly through ClassDojo using secure log in.. Any phone numbers can be sourced through ScholarPack using secure log in. Any phone calls should go through BT 141.

4.2 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.

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)
- 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 – always install the latest updates

5. Safeguarding

Please see the safeguarding policy

The policy is available on the school website.

6. Monitoring arrangements

This policy will be reviewed after the release of any additional guidance from DFE or after any period of lockdown (whether year bubble or whole school) by SLT. At every review, it will be approved by Kate Mather (Headteacher)

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy

APPENDIX A

Remote learning curriculum

Year group: Reception

	Pupil self-isolating	Class/ Bubble isolating	Teacher isolating	Full Lockdown / School Closure
Daily Contact arrangement	<ul style="list-style-type: none"> Dojo Message. Tapestry Message. If no response, telephone call. 	<ul style="list-style-type: none"> Dojo Message. Tapestry Message. If no response, telephone call. 	<ul style="list-style-type: none"> Video via Microsoft Teams. Dojo Videos. Tapestry Activities. Early Years Youtube Channel. 	<ul style="list-style-type: none"> Dojo Message. Tapestry Message. If no response, telephone call.
Curriculum delivery	<ul style="list-style-type: none"> Lessons which are being delivered in school during the week are sent home via Dojo or Tapestry. Links for the White Rose Maths videos, which correspond with the lessons being delivered in school will be sent too. 	<ul style="list-style-type: none"> Lessons which are being delivered in school during the week are sent home via Dojo or Tapestry. White Rose Maths. Oak Academy. 	<ul style="list-style-type: none"> Teacher will deliver phonics and maths via Microsoft Teams, sharing the screen so children can see the SMART file. Learning assistant will be in class to support the children during the completion of tasks. 	<ul style="list-style-type: none"> Lessons which are being delivered in school during the week are sent home via Dojo or Tapestry. White Rose Maths. Oak Academy.
Online resources	<ul style="list-style-type: none"> White Rose Maths Online Resources. Oak Academy. Phonics Play. 	<ul style="list-style-type: none"> White Rose Maths Online Resources. Oak Academy. Phonics Play. 	<ul style="list-style-type: none"> White Rose Maths Online Resources. Oak Academy. Phonics Play. 	<ul style="list-style-type: none"> White Rose Maths Online Resources. Oak Academy. Phonics Play.
School Resources to go home with pupils	<ul style="list-style-type: none"> Blank workbooks for children to use if needed. Pack delivered where necessary if child is unable to access online resources. Ensure resources are readily available at home. 	<ul style="list-style-type: none"> Blank workbooks for children to use if needed. Pack delivered where necessary if child is unable to access online resources. Ensure resources are readily available at home. 		<ul style="list-style-type: none"> Blank workbooks for children to use if needed. Pack delivered where necessary if child is unable to access online resources. Ensure resources are readily available at home.
Feedback method	<ul style="list-style-type: none"> Dojo messages or emails containing photographs / examples of work completed. Use of Tapestry. 	<ul style="list-style-type: none"> Dojo messages or emails containing photographs / examples of work completed. Use of Tapestry. 		<ul style="list-style-type: none"> Dojo messages or emails containing photographs / examples of work completed. Use of Tapestry.

APPENDIX B

Remote learning curriculum

Year group: 1

	Pupil self-isolating	Class/ Bubble isolating	Teacher isolating	Full Lockdown / School Closure
Daily Contact arrangement	<ul style="list-style-type: none"> Dojo message 	<ul style="list-style-type: none"> Dojo message Daily video message to children Daily opportunity for children to join a phonics session via teams 	<ul style="list-style-type: none"> Dojo videos Video call via Teams 	<ul style="list-style-type: none"> Dojo message Daily video message to children Daily opportunity for children to join a phonics session via teams
Curriculum delivery	<ul style="list-style-type: none"> Maths and English covered via White Rose/Oak Academy Pack available via website with work to support the core subjects (dropped off if required) 	<ul style="list-style-type: none"> Maths and English covered via White Rose/Oak Academy Children invited to join a daily phonics session taught by class teacher over Teams PE to be covered by setting a weekly sports challenge 	<ul style="list-style-type: none"> Phonics session and maths/English teacher input delivered via Teams video call Wider curriculum (pm) introduced via Teams video call Learning assistant to be in class to supporting children's completion of tasks 	<ul style="list-style-type: none"> Maths and English covered via White Rose/Oak Academy Children invited to join a daily phonics session taught by class teacher over Teams PE to be covered by setting a weekly sports challenge
Online resources	<ul style="list-style-type: none"> Oak Academy White Rose 	<ul style="list-style-type: none"> Oak Academy White Rose 	<ul style="list-style-type: none"> Oak Academy White Rose 	<ul style="list-style-type: none"> Oak Academy White Rose
School Resources to go home with pupils	Number track, tens frame Workbook/worksheets Phonics sound chart Pencil	Number track, tens frame Workbook Phonics sound chart Pencil	N/A	Number track, tens frame Workbook Phonics sound chart Pencil
Feedback method	Dojo message	Dojo message	Dojo message	Dojo message

APPENDIX C

Remote learning curriculum

Year group: 2

	Pupil self-isolating	Class/ Bubble isolating	Teacher isolating	Full Lockdown / School Closure
Daily Contact arrangement	<ul style="list-style-type: none"> Dojo message 	<ul style="list-style-type: none"> Dojo message Daily check in via Teams to address any issues/queries. Video recording of class novel being read by teacher. 	<ul style="list-style-type: none"> Dojo videos Video call via Teams Video recording of class story 	<ul style="list-style-type: none"> Dojo message Daily check in via Teams to address any issues/queries. Video recording of class novel being read by teacher.
Curriculum delivery	<ul style="list-style-type: none"> Maths and English covered via White Rose/Oak Academy Pack available via website with work to support the core subjects (dropped off if required) Any links from what is being taught in class (e.g. practical science) to be sent home 	<ul style="list-style-type: none"> Maths and English covered via White Rose/Oak Academy Use of Talk for Writing units from Pie Corbett Children invited to join a daily phonics session taught by class teacher and TAs over Teams to enable continuation of groups PE to be covered by twice weekly challenges Wider curriculum – give children a stand-alone topic for the isolation period. 	<ul style="list-style-type: none"> Phonics session and maths/English teacher input delivered via Teams video call Wider curriculum (pm) introduced via Teams video call Learning assistant to be in class to supporting children's completion of tasks Exploration of year group colleague teaching some sessions to both classes to ensure access to quality first teaching in person 	<ul style="list-style-type: none"> Maths and English covered via White Rose/Oak Academy Use of Talk for Writing units from Pie Corbett Children invited to join a daily phonics session taught by class teacher and TAs over Teams to enable continuation of groups PE to be covered by twice weekly challenges Wider curriculum – give children a stand-alone topic for the isolation period. Use of TEAMS and recorded lessons for core subjects
Online resources	<ul style="list-style-type: none"> Oak Academy White Rose 	<ul style="list-style-type: none"> Oak Academy White Rose 	<ul style="list-style-type: none"> Oak Academy White Rose 	<ul style="list-style-type: none"> Oak Academy White Rose
School Resources to go home with pupils	Place value charts, 100 squares, Workbook/worksheets Phonics sound chart Pencil, ruler	Place value charts, 100 squares, Workbook Phonics sound chart Pencil, ruler	N/A	Place value charts, 100 squares, Workbook Phonics sound chart Pencil, ruler
Feedback method	Dojo message	Dojo message via student portfolios	Dojo message via student portfolios	Dojo message via student portfolios

APPENDIX D

Remote learning curriculum

Year group: 3 & 4

	Pupil self-isolating	Class/ Bubble isolating	Teacher isolating	Full Lockdown / School Closure
Daily Contact arrangement	Message via Dojo in the first instance am and pm. If no response within a 24hour period phone call home.	Via remote teaching and accessing work. Dojo message for anyone not participating in the first instance. If no response within a 24hour period phone call home.	All lessons via TEAMS with LA in the classroom supporting the class. LA to feed back.	Via remote teaching and accessing work. Dojo message for anyone not participating in the first instance. If no response within a 24hour period phone call home.
Curriculum delivery	All lessons accessible via the website.	TEAMS and website	TEAMS	TEAMS and website
Online resources	Oak Academy White Rose Third space Purple Mash Online links relevant to topic.	Delivery via TEAMS Oak Academy White Rose Third space Purple Mash Online links relevant to topic.	Delivery via TEAMS	Delivery via TEAMS Oak Academy White Rose Third space Purple Mash Online links relevant to topic.
School Resources to go home with pupils	Packs available for pupils with no internet connection	Packs available for pupils with no internet connection	Resources prepared LA for lesson delivered by teacher via TEAMS	Packs available for pupils with no internet connection
Feedback method	Parents to send photos of completed work via Dojo. All parents are currently connected to Dojo.	Parents to send photos of completed work via Dojo. All parents are currently connected to Dojo.	White board responses LA to feed back Self-marking Per marking.	Parents to send photos of completed work via Dojo. All parents are currently connected to Dojo.

APPENDIX E

Remote learning curriculum

Year group: Year 5 and 6

	Pupil self-isolating	Class/ Bubble isolating	Teacher isolating	Full Lockdown / School Closure
Daily Contact arrangement	<p>Messages via Dojo and/or email</p> <p>If no response, telephone call.</p>	<ul style="list-style-type: none"> • Messages via Dojo and/or email • If no response, telephone call. • Video via Microsoft Teams 	<p>Video via Microsoft Teams</p>	<ul style="list-style-type: none"> • Messages via Dojo and/or email • If no response, telephone call. • Video via Microsoft Teams
Curriculum delivery	<ul style="list-style-type: none"> • Lessons which are being delivered in school during the week are sent home via email. • Links for the White Rose Maths videos, which correspond with the lessons being delivered in school will be sent too. 	<ul style="list-style-type: none"> • White Rose Maths with links to corresponding videos • Oak Academy English lessons • Oak Academy Reading sessions • Teacher delivery via Microsoft Teams to support this <p>Other curriculum subjects delivered via Teams videos with SMART files being shared for children to follow or through links on school website.</p>	<p>Teacher will deliver the main input via Microsoft Teams, sharing the screen so children can see the SMART file.</p> <p>Learning assistant will be in class to support the children during the completion of tasks.</p>	<ul style="list-style-type: none"> • White Rose Maths with links to corresponding videos • Oak Academy English lessons • Oak Academy Reading sessions • Teacher delivery via Microsoft Teams to support this <p>Other curriculum subjects delivered via Teams videos with SMART files being shared for children to follow or through links on school website.</p>
Online resources	<p>White Rose Maths videos</p>	<ul style="list-style-type: none"> • White Rose Maths videos • Oak Academy 	<p>White Rose Maths videos can be used in addition to teacher input.</p>	<ul style="list-style-type: none"> • White Rose Maths videos • Oak Academy
School Resources to go home with pupils	<ul style="list-style-type: none"> • Blank workbooks for children to use if needed. • Pack delivered where necessary, if child is unable to access online resources. • Ensure children have pens/pencils/rulers etc. at home which they can use. 	<ul style="list-style-type: none"> • Blank workbooks for children to use if needed. • Pack delivered where necessary, if child is unable to access online resources. • Ensure children have pens/pencils/rulers etc. at home which they can use. 		<ul style="list-style-type: none"> • Blank workbooks for children to use if needed. • Pack delivered where necessary, if child is unable to access online resources. • Ensure children have pens/pencils/rulers etc. at home which they can

				use.
Feedback method	<ul style="list-style-type: none"> • Dojo messages or emails containing photographs / examples of work completed • Work uploaded onto Microsoft Teams 	<ul style="list-style-type: none"> • Dojo messages or emails containing photographs / examples of work completed • Work uploaded onto Microsoft Teams 	<ul style="list-style-type: none"> • White board responses • Learning Assistant to feedback to teacher • Self-marking led by teacher • Peer marking 	<ul style="list-style-type: none"> • Dojo messages or emails containing photographs / examples of work completed • Work uploaded onto Microsoft Teams