

# **St. John's CE Academy**

## **Remote Learning Policy**

### **Rationale:**

It is a government expectation that schools have a capacity to deliver remote learning to pupils in the event of whole school closure, partial closure or individual children are absent for example due to self-isolating. In planning and, if necessary, implementing such arrangements, we will try to make them as fair and manageable for staff as well as meaningful and equitable for pupils.

### **Aims:**

- To maintain community relationships and ensure that school continues to be an active presence in the lives of our families;
- To enable children to continue having a sense of being a part of their class and in contact with teachers;
- To enable teachers to encourage and support children with home learning and minimise disruption to their education as far as is possible;
- To ensure consistency in the approach to remote learning for pupils who are not in school;
- To set out expectations for all members of the school community with regards to remote learning;
- To provide appropriate guidelines for data protection.

### **Approach:**

At St. John's, our focus is on the benefits of supporting children to become independent and self-regulated learners; skills which will continue to be important in future phases of their education and encourage 'life-long' learning. This reflects our 'growth mindset' philosophy and our mission to 'be the best that we can be.'

Home learning (homework) is part of our school routine. The children all have access to on-line learning programs which they regularly use in school. This familiarity will support them in tackling remote learning with a relative degree of independence and without over-relying on adult time or support. In this way, children are not so disadvantaged should parents be working or have other caring responsibilities or if they themselves find some aspects of learning challenging.

Throughout the process of planning our 'in-school' curriculum, teachers have been mindful about children who are isolating or subject to bubble/school closure. We have worked on the premise of 'blended learning': learning which is planned for the classroom but can be easily adapted for home learning should the need arise.

### **Online Learning Platforms**

Every child has their own email and class blog set up on Purple Mash and all parents will be connected to their child's class teacher on Class Dojo. This will be used as a means of direct communication between the teacher, parent and child.

The school subscribes to a number of online learning resources which can be accessed at home. It is essential that children and parents have access to all the relevant login details from the start of the school year so that they are immediately available in the event of a closure of self-isolation. The login details will be stuck into children's Learning Journal.

Login details that will be included are:

- Purple Mash
- Rising Stars Planets (Rec and KS1)
- Numbots (KS1)
- Mathletics
- Reading Eggs/Eggspress (KS2)
- Read Theory (Y6)
- Times Tables Rockstars (KS2)

A section has been created on the school website containing links to each of the different online learning platforms along with learning grids (including links) that we use to ensure that parents are able to support their child to access each site.

### **Access to Technology at Home**

A survey has been conducted to find out about access to technology across school. This will inform school about children that may need provision altering to suit their access to technology or to look at which children may need access to school devices. We will print and deliver packs of any worksheets required on a weekly basis for children who are unable to access these online.

### **Roles and responsibilities**

#### **Teachers**

When providing remote learning, teachers must be available between 8.30am and 4.00pm.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure by contacting the Head Teacher.

When providing remote learning, teachers are responsible for:

- Setting work for individuals or small groups who may be self-isolating or for the whole class bubble in the event of partial or whole school closure;
- Meeting the agreed expectation of lessons ie:
  - Daily maths lesson: The White Rose Maths scheme is followed across school and White Rose Maths are publishing home learning videos and resources that link to the same sequence of lessons being used in school. In the event of a partial or full closure, or a child self-isolating, the teacher will inform parents which lessons the class are working on in school so the home learning videos and resources can be used.
  - Daily English lesson: Children in EYFS and KS1 all have access to 'Rising Stars Planets' to support their reading. Children in KS2 have access to either 'Reading Eggs' or 'Read Theory'. These on-line structured programs have built in assessment activities to facilitate individualised programs of study. In addition, teachers will provide daily text based reading activities through Purple Mash using VIPERS style questions which the children are familiar with. KS2 children will continue to access the guided reading spine which they access in school.
  - Daily phonics lesson (Foundation Stage and Key Stage 1): Reception and KS1 teachers will inform parents which of the Letters and Sounds videos are the relevant ones to use.
  - Daily spelling lesson (KS2) KS2 teachers will inform parents of the focused spellings children need to practice from Purple Mash.
  - Weekly lessons for foundation subjects (science, history, geography, music, computing, art). These will follow the same schemes that are being followed in school. The school curriculum will be mapped against the Oak National Academy curriculum (see Appendix 1) and videos and resources from the Oak units will be used where these are available. Where they are not available, teachers will provide video links and then set learning tasks for the children to complete and submit.
  - Daily PHSE lesson focusing on Mental Health and Well-Being.
  - Daily Physical Activity for 30 minutes.
- Providing appropriate feedback on work uploaded by pupils in ways which are appropriate for age and ability and are manageable for staff. As in the classroom, this will take a range of forms eg whole class feedback, some individual feedback throughout the week and celebrating work at the end of the week. This may involve the scoring of quizzes, responses to written activities, targets for improvement and motivational comments.
- Keeping in touch with pupils who are not in school and their parents:

- In the event of a full or partial closure, teachers will email the children by 8.45am to provide a timetable for the day, set learning activities and indicate a timescale for each one.
- In the case of single pupils or very small groups there will be holding/practise activities for the first day of absence. The children will then have access to the same learning that has gone on in class on the previous day.
- Parents are able to message their child's teacher through the Class Dojo with a small query or with any minor worries children may have.
- In the case of individual or very small group absences, teachers will aim to reply to messages sent during school hours (8.30am – 4.00pm) at the end of the afternoon teaching session.
- In the case of a class closure or local lockdown, teachers will aim to reply on the same day to messages sent during school hours.
- Messages sent to teachers after 4.30pm will usually be responded to on the following working day.

**This form of communication will only be in use during periods of partial or full school closure and will not be in use during normal school opening.**

- Teachers are also expected to make weekly telephone contact with parents of any children self-isolating or in the case of partial or school closure in order to discuss remote learning, reinforce expectations and praise children's efforts.

### **Teaching Assistants**

During partial or school closure, teaching assistants must be available between 8.30am and 4.30pm to support with remote learning. They will be responsible for supporting identified pupils by answering queries through Class Dojo or telephone contact. If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure by contacting the Head Teacher.

### **Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for co-ordinating the remote learning approach across the school and monitoring the effectiveness of remote learning through the agreed tracking systems or reaching out for feedback from pupils and parents. It is important that children engage with the remote education provided so that they don't fall back with their learning, however we do acknowledge that each family's home circumstances are unique and there may be factors that affect engagement with home learning. They are also responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **IT staff**

IT staff are responsible for fixing issues with systems used to set and collect work and helping staff and parents with any technical issues they are experiencing.

### **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 or teaching assistants, alert teachers if they are not able to complete work and be contactable during the school day.

Staff can expect parents with children learning remotely to encourage their child to complete work set by teachers, seek help from the school if they need it and make the school aware if their child is sick or otherwise cannot complete work.

### **The Local Governing Board**

The LGB is responsible for monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible. They also need to ensure that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

### **Staff CPD**

It is essential that all teachers and teaching assistants are confident in all aspects of this Remote Education Plan. Therefore, during the first half of Autumn Term CPD will be provided on the content of this policy so that staff are aware of expectations and confident about meeting them. There will also be training on how to create and upload teaching videos.

### **Online Safety**

Online communication is a fact of modern life and we are using Purple Mash to support a strong link between home and school that enhances children's school experience. As stated in the school's acceptable use policies, we expect everybody to behave in a positive manner, engaging respectfully with the school and each other, in the same way as they would face to face. Purple Mash emails can only be seen by the class teacher and the named child and children do not have the facility to email each other through this program. Children can, however, see other children's contributions to the class blog and respond to these but all contributions are authorised by the class teacher before they can be viewed by children. As always, staff should not communicate with parents or pupils outside school channels (e.g., they shouldn't talk to parents using their personal Facebook accounts, or contact pupils using their personal email addresses or phone numbers).

Staff are reminded to collect and/or share as little personal data as possible online. 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 and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

### **Monitoring arrangements**

This policy will be under continuous review by the Head Teacher. Any changes to this policy will be approved by the Governing Body.

### **Links with other policies**

This policy is linked to our:

Behaviour policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Home-school agreement

ICT and internet acceptable use policy

Online safety policy

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