



# Remote Learning Policy

## September 2020

Approved by The LGB

Date: 02/10/20

Review: on-going

*"Online learning will never replicate our time in the classroom,  
but following these simple steps can help keep learning accessible,  
which is a good place to start.  
[Edutopia.org](https://edutopia.org) 2020*

## Our Vision

Where learning is **collaborative**

**friendships** and **teams**  
and builds

Where learning awakens **curiosity**  
and sparks **imagination**

Where learning is **forward thinking**  
and builds on **experiences**

Where learning is seen **beyond** the walls  
of the **classroom**

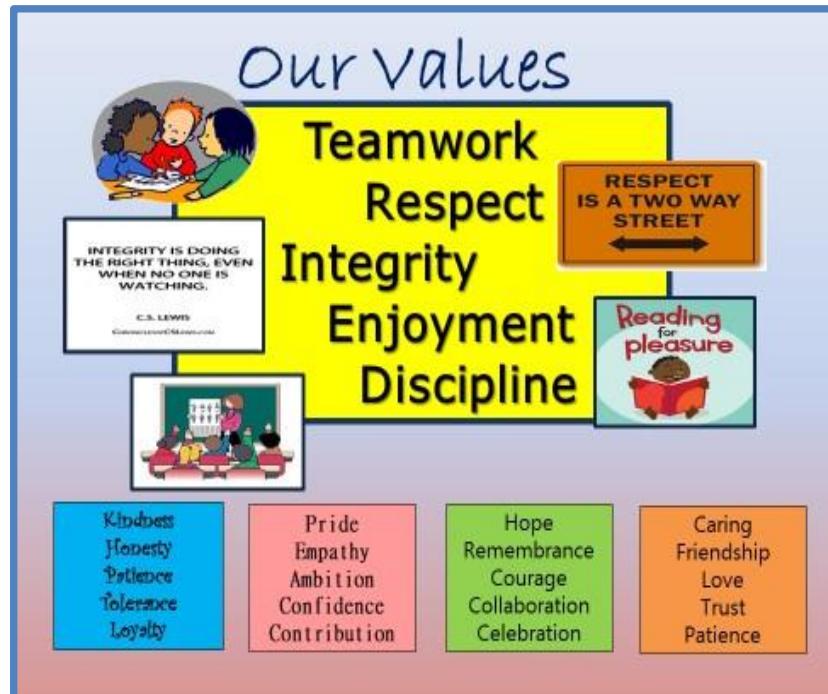
Where learning **creatively** makes use

of technology

Where learning provides **opportunities**

Where learning leads to **success**

**Where learning is fun!**



## **Purpose**

This policy has been written to ensure that, if a child is not able to access school for any reason, if the school is required to close a Bubble (class of children) or for the school as a whole to go into lockdown again, then parents/carers and staff are aware of the expectations on learning.

Bubbles will be closed if a case of coronavirus has been reported within that Bubble. School closures will occur if there has been a local or national lockdown and we have been given the instruction to close.

## **Aims**

- To maintain the health and well-being of all staff, children, families, governors and stakeholders within the school community
- To maintain the learning opportunities available to all children in the event that they cannot physically attend school to ensure consistency in the approach to remote learning
- To ensure that all children, as far as possible, can participate in learning online via iPad, laptop or mobile phone. Provision will ensure that siblings using a single device in the home will be able to take turns throughout the day. Where the technology is not available children will be able to access learning through learning packs sent home or collected weekly.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- To safeguard children during a period of time that they are not able to attend school.

## **Roles and responsibilities**

### **Teachers**

When providing remote learning, teachers must be available during their normal contracted hours. This Policy recognises that delivery will necessitate flexibility due to colleagues needing to balance work and home commitments in a lockdown environment.

If teachers are 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 sickness absence procedure.

When providing remote learning, teachers are responsible for:

- Setting work
- Monitoring the engagement of pupils and intervening as necessary to ensure relevant colleagues are alerted if concerns are raised
- Providing feedback on pupil work
- In collaboration with IT support where required, fixing issues with systems used to set and collect work
- In collaboration with IT support where required, helping parents/ carers and children with any technical issues they're experiencing
- In collaboration with IT support where required, reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Maintain regular contact with children using procedures agreed at school level

Staff should respond to communication from parents/carers and children in line with the Home School Communication Policy and FPMAT Policy for Responding to Parents. This will safeguard colleagues from unreasonable expectations where these may arise.

Any complaints should be handled with reference to the MAT Complaints Policy and forwarded to the Complaints Coordinator at the school.

Any safeguarding concerns should be handled in accordance with the relevant school level Safeguarding Policies.

Behavioural concerns should be addressed using the school level Behaviour for Learning Policy.

Calendared meetings should be attended in a virtual environment wherever this is possible. The MAT Staff Code of Conduct will apply in all virtual meetings.

### **Curriculum Support Staff and Non-teaching Support Staff**

When assisting with remote learning, non-teaching staff must be available during their normal contracted hours. This Policy recognises that delivery will necessitate flexibility due to colleagues needing to balance work and home commitments in a lockdown environment.

If staff are 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 sickness absence procedure.

When assisting with remote learning, non-teaching support staff are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Attending virtual meetings with teachers, parents/carers and children

Staff should respond to communication from parents/carers and children in line with the Home School Communication Policy and FPMAT Policy for Responding to Parents. This will safeguard colleagues from unreasonable expectations where these may arise

Any complaints should be handled with reference to the MAT Complaints Policy and forwarded to the Complaints Coordinator at the school

Any safeguarding concerns should be handled in accordance with the relevant school level Safeguarding Policies

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Calendared meetings should be attended in a virtual environment wherever this is possible.

The MAT Staff Code of Conduct will apply in all virtual meetings

### **Subject Leads/Phase Leaders /SENCO**

Alongside their teaching responsibilities, subject leads/phase leaders/INCOs 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/phase – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including oversight of how remote learning is integrated into the school's curriculum
- Ensuring staff are supported and any identified training needs are supported as necessary
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **Designated Safeguarding Lead**

Please refer to school level Safeguarding & Child Protection Policies

### **Children, parents/carers**

Staff can expect children learning remotely to:

- **Abide by the schools 'Expected Behaviours Policy and the E-Safety and Acceptable Use Policy at all times'**
- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or non-teaching support staff □ Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- **Ensure their child/children abide by the Expected Behaviour Policy and the E-Safety and Acceptable Use Policy**
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

### **SEE APPENDIX A**

### **Local Governing Body (LGB) The LGB**

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 any remote learning systems are appropriately secure, for both data protection and safeguarding reasons

### **Accessing personal data**

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

- Access data, via their school's secure cloud service or server in the IT network
- Only access data using IT hardware provided by the school for that purpose – not via personal devices

## **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.

## **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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## **Available provision**

A range of pre-recorded lessons, parts of lessons, skills-based lessons etc., will be available on Google Classroom. This will allow children to revisit the recordings and also watch them in sections to re-enforce learning.

Children will be provided with a range of English and maths activities linked to the unit of work at that time. The activities will be made available via Google Classroom or through a learning pack sent home, if required. The activities will be the same in the learning pack as it is online.

As far as is practicable, the school will make iPads or notebooks available to those children who do not have access to these devices.

It is expected that children in EYFS complete at least half an hour of English and a half hour of Maths each day. Children in Y1 and Y2 complete at least an hour of English and an hour of Maths each day. Children in KS2 complete an hour and 15 minutes of English and the same for Maths each day. This can be staggered throughout the day if necessary.

Children will also be provided with an ongoing project, linked to their 'All-Round Learning' topic work, to ensure a broad and balanced curriculum is delivered.

Children will be provided with up to 3 reading books from school (if we know in advance) which they will be expected to read daily. Families should supplement reading with their own books or other reading materials throughout longer school closures

Teaching staff and the Headteacher will be available during normal school hours to answer any questions you may have, in line with our Home-school Communication Policy.

Century Tech can be accessed by KS2 pupils.

### **Activities provided by school**

Some lessons and activities will be recorded to allow children to access them later, revisit and make flexible use possible in the context of limited or shared device access.

A Maths and English resource/lesson will be available.

Maths – new learning and consolidation activities (depending on the year groups) with answers; e.g. times tables.

English – Spellings, grammar and writing activities.

Wherever possible, answers will be available for English and Maths on Google Classroom.

Any work completed will be marked online by one of the teachers in the phase.

Reading – If you require replacement reading material / books please call the school to arrange an appointment time to collect them.

‘All Round Learning’ - Topic learning will be available on the Google Classroom.

### **Activities Parents/Carers can provide**

This is an excellent opportunity for parents/carers to teach children ‘real life’ skills; For example, if you are planning meals for the week, involve your children, get them to photograph and evidence in their book/ on Google Classroom / Facebook / twitter-.

Ideas which could be explored, linked, in real life terms to curriculum areas, are:

- Writing, maths - paying bills/financial management/running the household
- Maths, reading, well-being - Cooking meals/shopping online/nutrition
- Life skills - Household tasks e.g. sort recycling, put laundry away, set the table, wash up
- Physical activities household exercise – YouTube Yoga, Mindfulness, cleaning etc
- Garden activities, gardening, sweeping, recycling etc
- Maths, reading, following instructions, science - Baking
- Creativity, wellbeing - Decorating
- Relaxation, wellbeing - Online music lessons
- Physical activity, science, maths, reading - Making playdough

- Emotional well-being, awareness of the world around them - Helping the community – how can we help people who are self-isolating without contact?
- New learning - Any activity that exposes the children to something that is new is great – document it in the book provided by school / or on google classroom / Facebook / twitter

## **Feedback**

Children will be issued with an exercise book home (if we know in advance) to complete tasks. Their work can be marked by a parent/carer or by the child, using answers provided.

Parents/carers can support children by submitting work on Google Classroom

Children can return work on Google Classroom, which might mean uploading a picture of their completed work, uploading their completed worksheet or uploading some individual writing that they have done.

Google Classroom is regularly monitored but teachers are not available all the time.  
Individual feedback cannot be given on each piece of work returned on Google Classroom.

## **Online Resources**

<https://nrich.maths.org/> - mathematical resources; activities and games.

BBC Learning - <http://www.bbc.co.uk/learning/coursesearch/> - This site is old and no longer updated and yet there's so much still available, from language learning to BBC Bitesize for revision. No TV licence required except for content on BBC iPlayer.

Century Tech - <https://www.century.tech/> - English, Maths and Science Learning based platform. Each nugget is tailored to make an individual pathway for your children's learning.

Edshed - <https://play.edshed.com/en-gb/login> - Maths and Spelling games for the children to practise spellings taught in school and their multiplication facts.

Blockly - <https://blockly.games> - Learn computer programming skills - fun and free.

Scratch - <https://scratch.mit.edu/explore/projects/games/> - Creative computer programming.

National Geographic Kids - <https://www.natgeokids.com/uk/> - Activities and quizzes for younger kids.

Duolingo - <https://www.duolingo.com> – Learn languages for free. Web or app.

My Maths - <https://www.mymaths.co.uk/> - A platform for playing maths games, completing activities and boosting maths skills.

Mystery Science - <https://mysteryscience.com> - Free science lessons.

The Kids Should See This - <https://thekidshouldseethis.com> - Wide range of cool educational videos.

Crash Course Kids - <https://m.youtube.com/user/crashcoursekids> - As above for a younger audience.

Crest Awards - <https://www.crestawards.org> - Science awards you can complete from home.

Paw Print Badges - <https://www.pawprintbadges.co.uk> - Free challenge packs and other downloads. Many activities can be completed indoors. Badges cost but are optional.

Tinkercad - <https://www.tinkercad.com>

Cbeebies Radio - <https://www.bbc.co.uk/cbeebies/radio> - Listening activities for the younger ones.

British Council - <https://www.britishcouncil.org/school-resources/find> - Resources for English language learning

Oxford Owl for Home - <https://www.oxfordowl.co.uk/for-home/>

Geography Games - <https://world-geography-games.com/world.html> - Geography gaming.

The Imagination Tree - <https://theimaginationtree.com> - Creative art and craft activities for the very youngest.

Toy Theater - <https://toytheater.com/> - Educational online games

DK Find Out - <https://www.dkfindout.com/uk/> - Activities and quizzes

**Times Table Rock Stars - <https://trockstars.com/> - Times Table fluency practice**

Twinkl - <https://www.twinkl.co.uk> - This is more for printouts, and usually at a fee, but they may offer free access to parents because of school closures.

White Rose Maths - <https://whiterosemaths.com/homelearning/> - The White Rose Maths Team provides new maths lessons for each year group from Years 1-7. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.

## **E-safety**

School and parents/carers must work together to ensure that children are safe online and **abide by the guidance set out in the E-Safety and Acceptable Use Policy.**

Children must use and apply what they have learned in class about staying safe online. They must not share their passwords with others.

Parents/carers must supervise children whilst they are using the internet.

Parents/carers must remind children that whatever they write online is visible to others and leaves a digital footprint.

Children should only be exposed to age appropriate APPS and sites.

## **Rules around the use of Google Classrooms**

It is not to be used by children, parents /carers, as a forum for chatting.

### **Role of the parents/carers**

- Parents/carers are expected to support learning by establishing a positive routine for children.
- Parents/carers need to ensure that children log on daily.
- Teachers will complete an attendance register to track children's participation.
- Failure to participate may trigger an intervention, with either internal or external agency support, from the head teacher, who will contact parents/carers directly to ensure the well-being of the child.
- Parents/carers must report sickness absence in the usual way, using email or telephone call to the office.
- Parents/carers must monitor all communication children make in Google Classroom to their teacher **or peers**. Does it read as it is meant to? Is it open to misinterpretation? Is it in line with The Home School Communication Policy? **E-Safety and Acceptable Use Policy? Expected Behaviours Policy?**

### **See APPENDIX B**

#### **Home to school communication**

During the time your child/children is not able to access school, we are encouraging families to communicate with us using the following methods:

- Telephone to school office 02476 610165.
- Email [admin@pearlhyde.co.uk](mailto:admin@pearlhyde.co.uk)

Google Classroom is a resource for children to access learning and to also communicate with their teacher either in the public stream (which is seen by all classroom users) or by private message.

Children are also able to communicate with their peers during class and assembly google meets. This must be closely monitored by an adult at home.

Google classroom is not a resource for parents/carers to communicate with teachers. Lines of communication for parents/carers are clearly laid out in our Home School Communication Policy.

Staff should not respond to communication from parents/carers or children attempted in any other way. For example:

- On social media (including the school's Twitter account – we do not message from there)
- Google classroom
- On personal email accounts

Any such attempt must be reported to the headteacher

The Headteacher will continue to update this policy throughout any period of remote learning so that it responds to the real time issues that occur. It may change due to staff being ill. Please be aware that we are trying our best to support the learning of your child through this continuing time of change and challenge.

### **Monitoring arrangements**

This policy will be reviewed annually by the Executive Headteacher. At every review, it will be approved by the MAT Board of Trustees.

### **Links with other policies**

This policy is linked to MAT and School-level policies, including:

- Behaviour for Learning policy
- Child protection policy and Coronavirus addendum to this
- Data protection policy and privacy notices
- Home-school agreement
- Home school communication policy
- ICT and internet acceptable use policy
- Online safety policy
- Complaints Policy
- **E-Safety and Acceptable Use Policy.**

## **APPENDIX A**

### **COVID-19 Daily Schedule**

Before 9:00am	Wake Up	Eat breakfast, make your bed, get dressed, brush your teeth etc.
8.45 – 10.00 am	Morning Walk Or Joe Wicks Workout - joe wicks YouTube school	Family walk (with the dog if you have one), Yoga, Mindfulness or Go Noodle if it's raining
10:00 – 11:00am	Academic time	Maths, English or Topic work
11:00am – 12:00pm	Creative time	Lego, drawing, crafting, music, cook or bake etc.
12:00pm	Lunch	
12:30pm	Tidy time	A – wipe down table and chairs  B – wipe all door handles, light switches and table tops  C – wipe bathrooms, sinks and toilets
1:00 – 2:30pm	Quiet time	Reading, puzzles, nap
2:30 – 3.15pm	Academic time	Spelling Shed, Maths Shed, Numbots (KS1), TT Rockstars (Yr2-6)
4:00 – 5:00pm	Afternoon fresh air	Bikes, scooters, walk the dog, play outside
5:00 – 6:00pm	Dinner	
6:00 – 8:00pm	Free TV time	Shower and get ready for bed
8:00pm	Bedtime	All children
9:00pm	Bedtime	All children who follow the daily schedule and show expected behaviour

The usual school day is 5 hours which includes;

Two 15-minute breaks for EYFS and KS1 one in the morning and one in the afternoon

One 15-minute break in the morning for KS2

1 hour for lunchtime

## **APPENDIX B**

### **Google Classroom Protocols (on-line safety)**

(The school day is 5 hours\* as noted above)

- **Appropriate** emojis must be used by your child/ren. We **expect** parent/carers to monitor this, as will the school. Any inappropriate emojis will be removed and followed up by the school as a matter of urgency. Your child's face **must not** be posted.
- Work will be posted by class teachers **no earlier** than 8.45 and **no later** than 3.15, in line with school hours.
- **As far as is possible**, children **should not** be accessing Google Classroom outside the hours above.
- We understand there may be occasions, due to home circumstances, when your child/ren need to access online learning outside of these hours. **Access should not exceed 5 hours.**
- Your child is sent **at least one link a day** to take part in a class/year group/small group meeting with an adult in school. They are **expected** to attend these and attendance registers will be taken.
- Class teachers will view work **daily** and feedback to your child/ren **at least** twice a week. This is in addition to the daily class/year group virtual meetings.
- The children have access to a messaging stream in Google Classroom which we encourage them to use; **this must be used under adult supervision.**
- This stream can be used to message the whole class, friends and teachers. It will be closely monitored and anything inappropriate will be followed up as a matter of urgency. **Adults at home are responsible for ensuring the communication is relevant and appropriate.**
- **ONLY** teachers are allowed access to add posts and video meeting links to Google Classroom.
- Specific learning activities are posted on EYFS and Y1/2 Google Classroom.
- Specific weekly timetables to follow are posted on Google Classroom for Y3/4 and Y5/6.

\*Any work completed outside of the school day will be considered 'self-starter' learning (homework!) Theme work posted on Google Classroom will provide opportunities for your child to develop their 'self-starter' skills.