



Remote Learning Policy

Debden C of E Primary Academy

Reviewed by: Matt Hawley	January	2022
Shared with staff:	January	2022
Shared with Governors:	January	2022
Review date:	As government updates are provided.	

AIMS

At Debden Church of England Primary Academy, all of our curriculum disciplines are used to underpin our school vision, which is to ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are unable to physically attend school;
- Set out expectations for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection;
- Ensure pupils unable to attend school remain fully included within the school community;
- Continue to ensure that every child receives the best education the school can provide them with;
- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

INTRODUCTION

The remote learning policy is triggered when a child is fit and well, but is unable to physically attend school. Some reasons for this may be:

- The child has coronavirus but is asymptomatic;
- The child is symptomatic and is awaiting the result of a PCR test;
- The child's class bubble has switched to remote learning due to a high number of cases/ critically low staffing levels.

Further information on when children should isolate can be found here:

<https://www.nhs.uk/conditions/coronavirus-covid-19/self-isolation-and-treatment/when-to-self-isolate-and-what-to-do/>

If a child is ill, they should take the time to rest and recover and are not expected to work from home. However, if a child no longer feels ill, but are still considered



contagious (prior to 10 days after the onset of COVID-19 symptoms), parents and carers must phone the admin team to let the school know, so that staff can act in correspondence with the roles and responsibilities set out below.

ROLES AND RESPONSIBILITIES

The Head of School

The Head of School is responsible for:

- Co-ordinating the remote learning approach across the school.
 - Monitoring the effectiveness of remote learning.
 - Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
 - If the class teacher is unwell and unable to lead remote learning, then the Head of School will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that the Head of School can continue to manage their leadership roles while carrying out remote learning for the class. If more than one class teacher is too unwell to carry out their remote learning responsibilities, we would seek agency/ temporary teaching cover.
- In liaison with the class teacher, the Head of School is also responsible for monitoring student engagement with remote learning, and following up accordingly.

Designated Safeguarding Lead

The DSL is responsible for Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy.

Teachers

When providing remote learning, teachers should be available between 9am-3pm on their working days. 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. The below details are subject to the school having enough fit and healthy teachers available for work.

Facilitating Remote Learning: Teachers are responsible for providing learning for their current class. We have formulated a staged approach which mandates the level of remote learning provision that the teachers should offer (see below). This approach helps to ensure that all children at the school are given the maximum possible opportunities to learn.

Stage	Reason	Tasks/Resources	Communication
Stage 1	Individual: Less than 5 children are isolating/ unable to attend school. The vast majority of children are still attending school.	-Two-week resource pack/ <u>crib sheet</u> provided (see Appendix A). -Daily interaction via <i>Tapestry (EYFS) / SeeSaw (Y1-6)</i> -Use to be made of Oak Academy/ White Rose Home learning/ subscription resources.	-Initial email to parents from teacher via admin -Interaction via Tapestry/ SeeSaw. -Work to be brought back into school for feedback and monitoring at the end of the isolation period.

Stage 2	Group: Between 5 and 15 children are isolating/ unable to physically attend school. At least half of the children are still attending school.	<ul style="list-style-type: none"> -Two-week resource pack/ crib sheet provided (see Appendix A). -Daily interaction via <i>Tapestry/ SeeSaw</i>. -At least one daily recorded or live challenge/ activity posted by the class teacher to <i>Tapestry/ SeeSaw</i>. -Use to be made of Oak Academy/ White Rose Home learning/ subscription resources. 	<ul style="list-style-type: none"> -Initial email to parents from teacher via admin -Interaction via <i>Tapestry</i> or <i>SeeSaw</i>. -Live/ Recorded Lesson -Work to be brought back into school for feedback and monitoring at the end of the isolation period.
Stage 3	Class: Part/full closure of bubble/school. Most or all children are isolating/ unable to physically attend school.	<ul style="list-style-type: none"> -Two-week resource pack/ crib sheet provided (see Appendix A). -Daily interaction via <i>Tapestry/ SeeSaw</i>. -At least one 30-minute face-to-face session per day with the class teacher (Zoom/ SeeSaw/ <i>Tapestry</i>)* (Recorded challenge/activity for EYFS). -Each session to include: <ul style="list-style-type: none"> -Review prior learning; -Direct instruction -Guided practice (use of visualisers) -Independent practice -Check for engagement and understanding via <i>SeeSaw/ Tapestry</i>. 	<ul style="list-style-type: none"> -Initial email to parents from teacher via admin -Interaction via <i>Tapestry</i> or <i>SeeSaw</i>. -Live/ Recorded Lesson -Work to be brought back into school for feedback and monitoring at the end of the isolation period.

***For live video sessions, each class will be taught in groups of no more than 15 children at a time. The size and make-up of each group will be dependent upon the age/ needs of the children in the class, and the nature of what is being taught.**

The resource pack/ crib sheets are revisited and refreshed each half term, providing links to the specific learning taking place during the unit. On the day that a child begins remote learning, teachers should ensure that children/families are aware of the specific point in the unit that the class has reached (this can be done through email), so that they are accessing the most up-to-date and appropriate material.

Tapestry/ SeeSaw and Face-to-Face Provision

The safety and wellbeing of our children and staff is our paramount concern. This includes safety online and over our remote learning platforms. Therefore, parents will need to ensure that they have signed our remote learning agreement (see Appendix B) before any provision over the *Tapestry/ SeeSaw/ Zoom* mediums are offered to their children.



Student Expectations

The amount of remote learning that children should complete is age-appropriate, and is detailed below:

Ducklings (R Class)

“One writing/ phonics activity, one maths and one topic-based activity to be completed each day. Independent play is an important way for children to engage in the world around them, so remember to get out your toys and play each day too! Tapestry is a great way to show your child’s learning while at home.”

Minnows (Year 1-2 Class)

English: 30 minutes per day

Phonics: 15 minutes per day

Spelling/ SPAG: 15 minutes per day

Maths: 30 minutes per day

Foundation Subjects: 30 minutes per day (different subject each day over 2 weeks, Science x 2)

Reading for Pleasure: 10 minutes per day

Physical Exercise: 30 minutes per day

Dragonflies and Frogs (Year 2-3 and Year 3-4 Classes)

English: 45 minutes per day

Spelling/ SPAG: 15 minutes per day

Maths: 45 minutes per day

Foundation Subjects: 45 minutes per day (different subject each day over 2 weeks, Science x 2)

Reading for Pleasure: 20 minutes per day

TT Rockstars: 10 minutes per day

Physical Exercise: 30 minutes per day

Kingfishers (Year 5-6 Class)

English: 60 minutes per day

Spelling/ SPAG: 20 minutes per day

Maths: 60 minutes per day

Foundation Subjects: 60 minutes per day (different subject each day over 2 weeks – Science x 3)

Reading for Pleasure: 30 minutes per day

TT Rockstars: 10 minutes per day

Physical Exercise: 30 minutes per day

Concerns: Any concerns resulting from work submitted or interactions with students/families should be recorded and the Head of School (who is also the DSL) should be alerted.

Vulnerable Pupils: Vulnerable pupils will be called weekly by the DSL.

Children with an EHC Plan: Children with an EHC plan will be called weekly by the SENCO.



Emails received from parents and pupils are to be checked between 9am and 3pm, Mon- Fri. Teachers should respond to pupil/parent emails within 48hours.

Teaching Assistants

Teaching Assistants should be available to assist with remote learning, as directed by their class teacher, throughout their regular contracted working hours. If teaching assistants 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.

Parents

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 if it is needed (via the school admin email);
- Be respectful when making any complaints or concerns known to staff.

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.

CELEBRATING ACHIEVEMENTS

Our remote learning approach has been designed to ensure that children continue to receive as high-quality education as is possible throughout periods when they cannot physically attend school. Accordingly, we expect children to maintain pride in their learning and to exhibit the same learning behaviours that we would expect in class (please consult our behaviour policy for more information on this).

To acknowledge children's efforts at home, teachers will aim to provide clear and constructive feedback on children's learning via our Tapestry, SeeSaw and Zoom platforms, as frequently as the circumstances will allow them to. Extremely positive learning behaviours will be rewarded with virtual house tokens. In addition to this, a selection of learning highlights, in addition to the tally of the house points collected, will be showcased in the weekly achievement assembly.

CONTACTS

If staff have any questions or concerns about remote learning (including concerns about setting work, ICT issues, etc.) they should contact the Head of School/DSL (Matt Hawley). In his absence, they should call the Sarah Bailey (Senior Teacher). In her absence, they should call Holly Matthews (Senior Teacher).

For any safeguarding concerns, staff should always contact the DSL (Matt Hawley) or the Deputy DSL (Sarah Bailey).



If parents have any questions or concerns about remote learning, they should contact the staff team via the admin email address – admin@debden.essex.sch.uk. A member of the team will endeavour to get back to them within one working day.

DATA PROTECTION

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will: • Ensure that family contact details are protected. Do not share any details with third parties.

-Ensure that school laptops and iPads are used when accessing any personal information on pupils.

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.

Please also consult the school's privacy/ GDPR policies for any further information regarding data protection.

SAFEGUARDING

Please refer to Child Protection Policy.

MONITORING ARRANGEMENTS

This policy will be reviewed by the Head of School and Senior Teacher as and when updates to home learning are provided by the government. At every review, it will be approved by the Governing Body.

LINKS WITH OTHER POLICIES


This policy is linked to our:

-Behaviour policy and Coronavirus Addendum


-Child protection Policy

-E-Safety policy and Internet Acceptable Use Policy

APPENDIX A: Home Learning Crib Sheet Example



Home Learning Tasks for Kingfishers - Y5/6



<p>This home learning letter provides your child with learning activities from various areas of the curriculum to complete at home. Each area of learning will have a link which you can use to access the work. One maths and English task should be completed every day. One foundation activity must be completed each day, your child can choose between science and topic. Please ensure your child completes a minimum of 2-3 GPS tasks a week and reads a book every day.</p>	
<p>English (x 60 minutes each day)</p>	<p>https://classroom.thenational.academy/units/sherlock-holmes-mixed-outcomes-1f9b Please use the above link to Oak Academy for the daily writing activity. This is a narrative unit based upon the novels of Sherlock Holmes. Each daily lesson provides a learning video to follow and an activity to complete. Watch the video in full prior to completing the task. Start at lesson 1 and continue to work your way through the lessons each day.</p>
<p>Grammar, Punctuation and Spelling (x 20 minutes per day)</p>	<p>The Sherlock Holmes unit of work includes some grammar and punctuation input. For additional spelling sessions go to the links below and select unit of work to follow Year 6: https://classroom.thenational.academy/subjects-by-year/year-6/subjects/english-spelling Year 5: https://classroom.thenational.academy/subjects-by-year/year-5/subjects/english-spelling</p>
<p>Maths (x 60 minutes)</p>	<p>10-15 min Daily practice of times tables at https://play.trockstars.com/ Maths information will be set separately.</p>
<p>Science (x 60 minutes)</p>	<p>Follow the science lessons from Oak Academy. Children should complete up to three lessons each week. The topic is materials. https://classroom.thenational.academy/units/separating-mixtures-9713</p>
<p>Topic (x 60 minutes)</p>	<p>Geography – A unit on population https://classroom.thenational.academy/units/population-acf6 Children should complete up to 2 lessons per week.</p>
<p>Reading For Pleasure (x 20mins per day)</p>	<p>Read a book of your choice, discussing it with an adult.</p>
<p>Physical Exercise (x 30 minutes)</p>	<p>Use this link for a number of suggested physical activities to complete at home</p>



APPENDIX B – Remote Learning Parent Agreement

Remote Learning Platforms - Parent Agreement

As well as the work that is posted on the class pages of our website, Tapestry, Seesaw and Zoom are apps that we use to communicate with children who are learning remotely. They provide immediate, visual updates that can be seen by teachers, children and parents. They also provide the opportunity for teachers to offer some live and recorded sessions.

-Tapestry is our online learning platform for children in Reception. It should only be accessed by parents and teachers.

-Seesaw is our online learning platform for children in Years 1 to 6. It offers a direct forum between children and teachers (however parents may support their child in posting to the application).

-Zoom is another medium that we use to hold live remote learning sessions with children.

The school recognises the numerous benefits and opportunities which these platforms offer. However, there are risks associated with social media use, especially around the issues of safeguarding, bullying and personal reputation.

We ask that all parents support the safe use of remote learning platforms by:

- Providing children with a workspace that is quiet, safe and free from distractions with an adult nearby if necessary (not in children’s bedrooms);
- Making sure children are dressed appropriately (school uniform is not necessary)
- Ensuring that face-to-face communication is only between teachers and students (any parent to teacher communication should be in the usual manner via email).
- Being aware that staff will only check SeeSaw and Tapestry apps between 9am and 3pm;
- Refraining from using the apps as a place for concerns or complaints to be shared with staff. This should be done via the official school email;
- Ensuring that you/ your children do not post derogatory, defamatory, offensive, harassing or discriminatory content; (If a conversation becomes offensive or unacceptable, staff will block, report or delete other users or their comments/posts and will inform the Head of School who will take appropriate action);

Parents may not record, share or comment on public forums about individual teachers. If a parent feels that a member of staff has acted inappropriately in their use of the apps then they should contact the Head of School (via the school admin email account) to discuss their concerns. As part of active social media engagement, it is considered good practice to pro-actively monitor your child’s use of the apps.

In order for us to provide your child with access to these remote learning platforms, please sign below to accept the terms of this agreement.

Signed..... Date.....
Name of Child/ Children



APPENDIX C – Home Learning Equipment Agreement

Home Learning Laptop/iPad Agreement

The following are the conditions under which you accept the provision of a laptop or iPad for your use from the School. This Agreement will start on receipt of the laptop or iPad from the School.

Under this Agreement You will:

1. Use the laptop or iPad for the purposes it was provided and abide by the School's Acceptable Use Policy.
2. Be expected to return the laptop or iPad to the School when requested to allow updates, upgrades and new software to be installed within the times specified. Failure to do so will result in the laptop or iPad not being updated.
3. Inform the school staff of any faults as soon as possible. Under no circumstances should you, or anyone other than the Schools ICT Staff, attempt to fix suspected hardware or any other faults.
4. Provide suitable care and security of the laptop or iPad at all times and immediately report any damage or loss of the laptop or iPad to the School.
5. Make sure all your work is copied from the laptop or iPad when it is handed back to the school.
6. In accordance with school policies, be held responsible for any involvement by yourself or any other user of your laptop or iPad in activities associated with accessing inappropriate or illegal materials.

The laptop/ iPad needs to be returned in the condition in which it was given. If it is not, you will be liable for the costs of its repair. The school may request return of the equipment at any time.

This laptop is being provided to.....on.....

Signed (Head of School).....

Signed (Parent/Carer).....