Remote Learning Policy

St Oswald's C of E Aided Primary & Nursery School

Together we learn to love and shine

Your word is a lamp for my feet, a light on my path.
Psalm 119:105

OUR MISSION: What we do

We promote an inclusive and happy environment that nurtures potential, develops wisdom, builds integrity and inspires a love of life and learning.

OUR ETHOS: What we stand for

Recognising its historic foundation, St Oswald's C of E Aided Primary and Nursery School works closely with the Diocese of Durham and St Oswald's Church to provide a stimulating and high quality education within a caring Christian environment.

We appreciate the uniqueness of every child, whatever their background and individual need, and encourage each child to discover their gifts, their sense of community and their relationship with God. Our values are embedded in everyday school life and daily worship brings the whole school together for times of reflection, exploration and celebration. We enable our children to feel valued, make excellent progress within the curriculum and build a strong foundation for their lives by developing their spirituality, self-belief and sense of citizenship.

Approved by:	Governing Body	Date: 19.11.20
Last reviewed on:		
Next review due by:	November 21	

Contents

Remote education

1. Policy Principles

Where an individual, small number of pupils or class need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we will offer remote education. We have given careful consideration as to how we can ensure that we offer high quality education in these circumstances and have a strong contingency plan in place. This policy aims to:

- Outline our rational to ensure all pupils area able to access remote learning
- Identify who needs to access remote learning and when
- Outline a consistent approach to remote learning for all pupils
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Access for all

We have carefully considered our offer, in order to ensure equality of access to education. We are particularly aware that although many of our families have access to the internet and a device from which to access home learning many of our families share devices which presents as a barrier to access our remote learning offer. The EEF's Rapid Evidence Assessment found that there was no clear difference to learning between teaching in real time (synchronous teaching) and alternatives (asynchronous teaching). Therefore, we will provide an asynchronous offer using pre-recorded videos alongside other resources which will allow pupils to access tasks at a time that suits them, rather than synchronous teaching which requires device access at a particular point in time as we recognise this is a barrier to accessing remote learning due to families sharing devices.

Where families have no or limited digital access we will provide printed materials, and work with families on an individual basis to ensure continuity of education.

3. When remote learning will be offered: Coronavirus related absence

Children who are 'not attending in circumstances related to coronavirus (code X in the attendance register)' and who are otherwise well will be expected to engage with remote learning. Their engagement will be monitored by school.

This includes:

- pupils who are required to self-isolate as they have symptoms or confirmed coronavirus (COVID-19) but are well enough to access remote education pupils who are required to self-isolate as a member of their household has symptoms or confirmed coronavirus (COVID-19)
- pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed coronavirus (COVID-19)
- pupils who are required by legislation to self-isolate as part of a period of quarantine due to travelled to a country on the quarantine list, either before the country was added to the list or due to an emergency such as a funeral
- pupils who are clinically extremely vulnerable in a future local lockdown scenario only – and who have a shielding letter from their GP/Doctor
- pupils who are asked not to attend school in the event of a local lockdown where attendance is to be limited to certain groups

Children who are absent because they are unwell will, as is normal, not be expected to access remote education.

4. Quality of Education

The high-quality education we provide for our pupils, both in the classroom and when accessing remote learning is based upon:

- pupils being given opportunities to revisit prior learning
- new knowledge being carefully sequenced and taught
- clear teacher explanations and modelling which builds on existing understanding
- appropriate scaffolding opportunities to practise and refine their knowledge and understanding.

This is underpinned by skilled ongoing formative and summative assessment to effectively assess learning and reshape subsequent teaching where necessary.

In response to the current educational climate a more adaptive and responsive curriculum that address the challenges of meeting the needs of children both in the classroom and, potentially, remotely we have altered the delivery of our school curriculum while still maintaining our curriculum intent. We have reviewed our curriculum sequence for the autumn term to block science and foundation subjects (history, geography, art, design and technology, computing and music) so that only one of these subjects is focused on during a particular week or for a series of weeks. We believe that this will increase engagement through immersion in learning and will allow teachers, pupils and families to focus on one area of learning to ensure a high-quality education. Thus we can maintain the school's vision and expectations for our curriculum whilst addressing workload and accessibility in the event of remote learning. French for Years 3-6 is being taught weekly in termly blocks. RE, PSHE and PE are taught weekly to all year groups with English and Maths taught daily.

We propose to allow an element of flexibility within the 'blocking of subjects' to enable curriculum areas which are easier to facility at home can be delivered in situations where the majority or all pupils within a class need to access remote learning.

5. Remote Learning Offer

Children will be given meaningful tasks which build on/consolidate prior learning and provide scaffolding and appropriate challenge. Alongside this, high quality and appropriate feedback will be provided as it is essential to learning and is of fundamental importance in engagement and moving learning forward. Teachers will provide feedback on pupils' work in a variety of ways. This may include whole class feedback, written comments, recorded voice notes, telephone conversations or sharing work with the class.

Within our agreed remote learning offer, there are various permutations dependent on the circumstances faced and these have been outlined below.

Circumstance	*Remote Learning Offer*	*Feedback*
A pupil is self-isolating due to waiting for a test/ result of a test for themselves or a member of their household. *(Short duration)*	Message sent via Parentmail outlining specific tasks which will support the pupil or a work pack will be sent home	Parents can email work to school. This will then be discussed with pupil on their return.
A pupils or a group of pupils need to self-isolate for 10/14 days	Work set using DB Primary • Tasks will mirror the objectives of subjects taught in school wherever feasible. • Pupils will be sent an overview of work to be competed. Tasks will be identified from various sources such as White Rose Maths, Oak National Academy and Bitesize. In addition, pupils will have their maths workbook delivered to their home to support their learning and where necessary a copy of a text being used in class. Both of these will be returned to school and quarantined when the pupil returns.	Pupil's work is to be uploaded to DB primary. The teacher will provide daily feedback on the work uploaded by pupils through DB primary during the normal school day.
A class need to isolate or there is a local lockdown.	Work will be set using DB Primary. • Pupils will be sent a timetable with linked activities. • There will be daily, maths and English activities alongside a lesson in RE, Science or a foundation subject. • We will use a variety of resources to support learning these include: Pre-recorded videos by teachers, White Rose Maths, Oak National Academy, BBC Bitesize. In addition pupils will have their maths workbooks delivered to their home.	We will expect that when completed these tasks are uploaded to the DB platform by pupils and families so that teachers can assess learning and provide feedback during the normal school day. A weekly Teams meeting will take place to enable children to discuss and share their work.

6. Supporting pupils to work independently

We recognise that pupils working at home will sometimes be working independently. Although this will prove particularly challenging for our youngest pupils. We will support and promote independent working both in the classroom and at home by ensuring that:

- tasks are carefully matched to pupils taking account of age, stage of development and/or special educational need
- tasks are carefully explained by the teacher
- pupils are given problem solving strategies to use if they feel they are 'stuck'
- feedback promotes engagement and offers appropriate support
- pupils are given opportunities within school to familiarise themselves with the platform being used for remote learning
- teachers will set homework using the learning platform as well as using it in school to support familiarity and independent use.

7. Potential Interruptions to Remote Learning

Where the need for remote learning coincides with the illness/absence of a class teacher, parents will be informed that remote learning is being co-ordinated by someone other than their child's class teacher. The senior leadership team will identify and support another member of school staff to identify appropriate tasks for children using various resources. In situations such as these, videos produced by the teacher may not be possible. Furthermore, interruptions to remote learning may be caused by emergencies or technical issues occurring in school or when a teacher is working from home in the event of isolation and/or lockdown.

8. Roles and responsibilities

8.1 Teachers

- When providing remote learning, in the event of a whole class needing to isolate or a local or national lockdown, teachers will be working between 8.55am and 3.15pm. Within this time frame they will have designated times to provide support for pupils (if they 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 absence procedure).
- When providing remote learning, teachers are responsible for the activities outlined in section 5. They will provide work for their own class/group and, on occasion, provide cover for other classes.
- Liaise with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Will monitor engagement with remote learning and where appropriate engage families to identify barriers.
- When engaging with Teams meetings not in school, teachers should ensure they select an appropriate location.
- Any safeguarding concerns should be raised immediately and shared with the Designated Safeguarding Lead or Deputy Safeguarding Lead.
- In conversation with other teachers consider the subjects they co-ordinate and whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children.

8.2 Teaching assistants

When supporting remote learning, teaching assistants will be working there normal working hours. 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 supporting remote learning, teaching assistants are responsible for:

- Supporting identified pupils with their learning, through various forms of feedback.
- Supporting the delivery of remote learning
- Proving where appropriate ICT support for parents e.g. password reminders, website addresses.
- Contacting identified pupils

- Attending relevant virtual meetings.

8.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Understanding how approaches to remote learning are integrated/impacting on the wider curriculum design
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set or using feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

8.4 Designated safeguarding lead

The DSL is responsible for implementing and following the safeguarding policy.

8.5 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are unable to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful and timely when raising any concerns

8.6 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 and is integrated into the wider curriculum design.

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

- Ensuring that the school's approach takes into consideration teacher metal health and workload.

9. Data protection

9.1 Accessing personal data

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

- Have access to relevant pupil information via CPOMS.
- Use devices provided by the school to access data
- Acceptable Use Policy

9.2 Processing personal data

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

9.3 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 is locked whenever they leave it unattended
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

10. Safeguarding

Safeguarding will follow the schools agreed policy

11. Links with other policies

This policy is linked to our:

Behaviour policy

Safeguarding policy

Data protection policy

Home-school agreement

ICT and internet acceptable use policy

Online safety policy