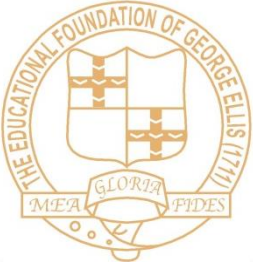


Be the best you can be



The Ellis CE (VA) Primary School

Remote Learning Policy

Completed and approved April 2024. To be reviewed April 2026.

1. Aims

This remote learning policy takes into account government guidance for delivering remote learning and aims to:

- Ensure consistency in the approach to remote learning for staff and/or pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

These aims are informed by 6 key DfE principles (see appendix 2) which are summarized below:

- **set learning activities each day in a number of different subjects**
- **teach a planned and well-sequenced curriculum – in line with the National Curriculum**
- **provide frequent, clear explanations of new content, delivered by a teacher**
- **gauge how well pupils are progressing and set a clear expectation teachers check work daily**
- **enable teachers to adjust the pace or difficulty in response to AfL to ensure pupils' understanding**
- **teachers plan and deliver plan a programme of equivalent length to the core teaching pupils would receive in school and have daily e-contact with class teacher**

2. Roles and responsibilities

2.1 Teachers

When providing remote learning (during a whole school or pod closure) teachers should be available as they would ordinarily be during the normal school day of 8.45am to 3.45pm to undertake support, plan for the next day, respond and feedback to children's work and undertake small group/individual support. Parents will be asked to not contact teachers at weekends or after 5.30 pm during the week.

If providing learning for individuals unable to attend school for reasons related to Covid 19 then teachers should upload daily work and check it at the end of the school day- they will not be available between 8.45am and 3.45pm as they will be in class. This will not be able to happen the first day of isolation as teachers will be in class.

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

When providing remote learning if a pod or the school is shut, teachers are responsible for:

➤ Setting work

FOUNDATION STAGE 1 AND 2

Whole pod closure	Individual child self-isolating
Teachers to post a class greet each day <input type="checkbox"/> <input checked="" type="checkbox"/>	
SEESAW to be used to share home learning <input type="checkbox"/> <input checked="" type="checkbox"/>	Email or SEESAW to be used to share home learning <input type="checkbox"/> <input checked="" type="checkbox"/>
A daily share a story with language/ story structure prompts to be sent daily <input type="checkbox"/> <input checked="" type="checkbox"/>	
White Rose maths activity to be sent home- these can be straight from white rose website <input checked="" type="checkbox"/>	White Rose/ number activity to be sent home- daily <input checked="" type="checkbox"/>
A number rhyme or counting activity to be sent daily <input type="checkbox"/>	A weekly 'sing a number rhyme' or counting activity to be sent home <input type="checkbox"/> <input checked="" type="checkbox"/>
Numberblocks link to be sent <input type="checkbox"/> <input checked="" type="checkbox"/>	Numberblocks link to be sent <input type="checkbox"/> <input checked="" type="checkbox"/>
A daily Read Write Inc Phonics <input checked="" type="checkbox"/>	A sheet with the phonics sound / sound of the day - daily <input checked="" type="checkbox"/>
A phonics/ initial sound/ letters and sounds activity to be sent <input type="checkbox"/>	A phonic/ initial sound/ letters and sounds activity to be sent (weekly) <input type="checkbox"/>
Physical development activity to be included daily. (gross motor/ fine motor- mark making) <input type="checkbox"/> <input checked="" type="checkbox"/>	Outdoor/ indoor physical activity ideas to be sent (weekly suggestions) <input type="checkbox"/> <input checked="" type="checkbox"/>
Teachers to provide one piece of feedback a day per child (at least) <input type="checkbox"/> <input checked="" type="checkbox"/>	

KEY STAGE 1

Whole pod closure	Individual child self-isolating
Teachers to post a class greet each day	
SEESAW to be used to share home learning	Email or SEESAW to be used to share home learning
White Rose maths lesson videos to be shared as a link and daily worksheets to be added- these can be straight from white rose website.	Link to videos shared and related work sheets
A daily writing task to be shared- ideally with voice recorded instructions	A worksheet to be emailed
A daily Read Write Inc Phonics or spelling session.	A sheet with the phonics sound or spelling on and short activity.
VIPERS to be completed- Teacher reading or text to be shared with linked questions daily	A reading comprehension to be set
Hand writing tasks x 2 a week to be shared	N/A
Arithmetic task (Challenge 10) to be set weekly (SEESAW)	Arithmetic to be sent
Weekly spellings to be set with linked activities and spelling shed to be accessed	Spelling list shared and spelling shed reminder
Topic tasks to be set in line with what would happen in school (e.g. geography/history/art/RE/science) on days it would have been taught in school Yumu to be used to set music once a week	Any topic lessons that can be sent to be emailed or uploaded to seesaw.
TT Rockstars to be set for at least 2x a week (Y2 only)	TT Rockstars encouraged
PE activities to be prompted- this could be links to videos or set tasks x2 a week	
Teachers to provide one piece of feedback a day per child (at least)	

KEY STAGE 2

<i>Whole pod closure</i>	<i>Individual child self-isolating</i>
Teachers to post a class greet each day	
SEESAW to be used to share home learning	Email or SEESAW to be used to share home learning
White Rose maths lesson videos to be shared as a link and daily worksheets to be added- these can be straight from white rose website. Linked LBQ tasks can be used for Y5/6	Link to videos shared and related work sheets
A daily writing task to be shared- ideally with voice recorded instructions	A worksheet to be emailed
VIPERS to be completed- Teacher reading or text to be shared with linked questions daily	A reading comprehension to be set
Hand writing tasks x 2 a week to be shared	N/A
Arithmetic task to be set weekly (SEESAW or LBQ)	Arithmetic to be sent
Weekly spellings to be set with linked activities and spelling shed to be accessed	Spelling list shared and spelling shed reminder
Topic tasks to be set in line with what would happen in school (e.g. geography/history/art/RE/science) on days it would have been taught in school Yumu to be used to set music once a week	Any topic lessons that can be sent to be emailed or uploaded to seesaw.
SPAG lessons to be shared at least once a week (LBQ can be used for Y5/6)	Where taught in school it should be shared.
TT Rockstars to be set for at least 2x a week	TT Rockstars encouraged
PE activities to be prompted- this could be links to videos or set tasks x2 a week	
Teachers to provide one piece of feedback a day per child (at least)	

The amount of work should be in line with securing learning and maintaining pupil progress and in line with identified children's individual needs (ensuring that the needs of those with SEN are appropriately catered for).

Work needs to be set by 9.00am each morning

Work should be uploaded to Seesaw

Co-ordinate with other partner teachers, subject leaders and SLT where necessary to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

➤ Providing feedback on work:

- Children will upload remote learning work by the end of each day for marking/feedback.
- Teachers will share feedback with pupils via Seesaw and it can be written or recorded on the uploaded work and sent back.
- Feedback should be simple and to the point, addressing the learning outcome and how it can be met/work improved/praise.
- If children are not engaging with remote learning then emails should be sent, followed by phone calls, followed by asking SLT to support communication.
- Any complaints or concerns shared by parents and pupils should be initially be dealt with by the teacher but shared with headteacher. These can be escalated to headteacher if unresolved. For safeguarding concerns refer to the section below

➤ If a class has to isolate for 14 days, but school is still open, teachers will provide remote learning from home unless ill themselves. In this case, an assistant head will be given time each day to upload the remote learning for the class, which will be the learning for that year group, for that week. They will also, very briefly check uploaded work and inform head if work isn't being completed.

- Should a whole school 'lockdown/closure' occur for a circuit break, teachers will provide remote learning. HLTAs/TAs will cover key worker pods, who will undertake remote learning in school. Staff may use the key worker pods for their children if childcare are an issue. A member of SLT will be on site at all times when school is open
- If a teacher has to attend virtual meetings with parents and pupils, whilst at home, they should:
 - Dress appropriately, as would be worn in school.
 - Avoid areas with background noise and check nothing inappropriate is in the background.

2.2 Teaching assistants

Teaching assistants must be available between their normal working hours in school. These hours maybe used to cover the supervision of key worker children in school, to support teachers with remote learning or to complete professional development training.

If unable to work for any reason during this time, for example due to sickness, this should be reported using the normal absence procedure. When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school:
 - If requested by their teacher, TAs will support children with remote learning. This will be under the direction of the teacher
- When attending virtual meetings with parents and pupils, if at home staff should:
 - Dress appropriately, as they would in school
 - Avoid areas with background noise and check nothing inappropriate is in the background
- If the school is subject to closure/lockdown teaching assistants will be working in school supervising within their bubbles on a rota basis to supervise the children of key workers in the childcare pods. These children will be undertaking their remote learning in school, as set by their teacher who will be working from home. TAs will be in teams of 2 or 3 (dependent on pod sizes) and undertake supervision in pods of up to 15 children. Lunches and breaks will be taken on a rota basis.
- HLTAs will be deployed where the need is greatest for teaching and learning to continue. They may be required to upload work or cover classes in key worker school. HLTAs will support teachers to deliver areas of the curriculum that they normally plan for and teach (either by uploading work or sharing planning with teachers).

2.3 Subject leads

Alongside teaching responsibilities, subject leads are responsible for:

- Considering any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to support and make sure all work set is appropriate and consistent
- Supporting (if requested) the remote work set by teachers in their subject, such as through discussion, checking seesaw and supporting with setting work
- 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 working with other leaders to:

- Co-ordinate remote learning across the school
- Monitoring the effectiveness of remote learning –through regular catch-ups with teachers and subject leaders, reviewing work set or reaching out for 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 Emily Edwards. Safeguarding should be referred and recorded on CPOMS with senior leaders and Tracey Gay, Safeguarding officer, tagged in. The school's safeguarding child protection policy is available

Tracey Gay will complete a weekly safeguarding tracker which will be uploaded to the LA. This will be reviewed each week with actions and pupils added as necessary.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- 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 with children learning remotely to:

- Ensure that children can access remote learning on a daily basis and upload completed work for the teacher to check and provide feedback
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it by emailing the teacher or communicating via Seesaw
- Be respectful when making any complaints or concerns known to staff

2.7 SENCo

SENCo will:

- Take responsibility for checking on SEN pupils across school. This will include those with EHCPs.
- Liaise with PSA to contact families of children with an EHCP for a welfare/check-in call
- Liaise with staff on the work and interventions being set for SEN children.
- Liaise with families and other professionals on reports/learning programmes and issues relating to the SEN and support e.g. SLT, OT etc.

2.8 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

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following:

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to SLT
- Issues with IT/remote learning platform – talk to Mrs Rodgers or Mrs Wise
- Issues with their own workload or wellbeing – talk to Mrs Trotter, Mrs Wise and Mrs Edwards
- Concerns about data protection – talk to Mrs Rodgers

- › Concerns about safeguarding – talk to DSL Emily Edwards and Tracey Gay

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will, taking into account safeguarding and GDPR requirements:

- › Use their school laptop to undertake activities associated with remote learning
- › Use their teacher iPad to access technology/APPs to undertake some remote learning procedure
- › If using a person phone to speak with parents, ensure that it uses private number/caller withheld (*dial 141 before the number you are calling)
- › Use Seesaw to set and check remote learning
- › Use zoom/teams for live catch-up and support sessions
- › Use FortiClient to access the server in school
- › Use their school email if emailing parents

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, telephone numbers etc 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

Please note that all staff members must take home, **their lap tops and class iPads every evening for use in delivering home learning in case of absence.** In addition, staff must 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

5. Safeguarding

See Safeguarding Policy for details.

All safeguarding concerns should be logged on CPOMS as usual

6. Monitoring arrangements

Seesaw will be monitored by members of SLT to check engagement, quality of learning and implantation of feedback.

This policy will be reviewed termly during this developing stage by Headteacher.

Updated copies will be sent to governors when needed.

7. Links with other policies

This policy is linked to our:

- Safeguarding and 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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