



## REMOTE LEARNING POLICY

### 1. RATIONALE

Since October 2020 it is a Department for Education requirement that all schools offer remote learning to support children who may not be able to attend school due to the COVID-19 pandemic or for any other reason. (A copy of the full guidance is available [here](#))

Whilst it is the expectation that schools will remain open unless they are asked to close for a local or national lockdown, it is acknowledged that not all children may be able to access education at school every day. It may be that an individual, a group or a whole class bubble of children and staff need to isolate away from school due to a child, a family member, staff or a close contact testing positive for COVID-19. The duty is that all children will have access to remote learning if they cannot attend school.

Crossley Street has identified different education pathways for provision of learning:

- A. Universal Offer – for children who can attend school with their class teacher as normal
- B. Bubble Closure – remote learning via Google Classroom for children if a class bubble is closed due to a positive test result. EYFS will use 'Tapestry' and KS1 will use 'SeeSaw'.
- C. Individual/sibling having to isolate due to positive result within the family – these children will be supported on a case by case basis, by the class teacher, with learning and activities which mirror what is being taught to the rest of the class in school. This will typically be shared at the end of each day by email.
- D. Having to isolate while waiting for a test result – as above in C.
- In addition, a child in a group A-D who requires additional provision – this may include children with SEND, Social Care involvement, SEMH or other additional considerations as defined by school. It may involve additional sessions or learning delivered by other staff to help meet individual needs.

### 2. AIMS

**This remote learning policy aims to:**

- Ensure consistency in the approach to remote learning **for pupils who aren't in school**
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

### **3. ROLES AND RESPONSIBILITIES FOR REMOTE LEARNING**

#### **3.1 SENIOR LEADERS**

Alongside any teaching responsibilities, senior leaders are 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.
- Supporting families that do not have access to devices to enable them to connect with remote learning. This may include supplying printed resources or the loan of electronic devices in exceptional circumstances.

### **Logins to Online Learning Platforms**

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 or self-isolation. The login details will be either stuck into children's reading records or sent home in a letter.

Login details that will be included are:

- Microsoft Teams
- Purple Mash & Mini Mash (for EYFS)

### **Printed Resources**

In the event of a bubble closure or full closure, and if circumstances allow, the children will be sent home with their English and maths books; this is so that the learning children complete at home can be kept safe, ideally in their exercise books, and can be brought back to school when safe to do so.

We will print and deliver packs of any worksheets required on a weekly basis for children who are unable to access these online.

## **3.2 TEACHERS**

When providing remote learning, teachers must be available between 8.30am and 3.30pm Monday to Friday, or according to their work pattern.

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 providing remote learning, teachers are responsible for:

### **The Curriculum**

The remote learning set for children will, as far as possible, be in line with the learning that would take place in the classroom. Teachers will provide resources that deliver the main aspects of the long-term curriculum plan for their class, so that children can continue to access the relevant curriculum for their year and keep up.

The school understands that there has already been much disruption to children's education, and therefore, is committed to ensuring that all children continue to receive a quality education should the need for remote teaching and learning arise.

Our approach includes a blend of paper resources, online learning including some virtual face-to-face sessions through Microsoft Teams and resources available through online learning platforms, such as:

- Oak National Academy <https://www.thenational.academy/>
- BBC Bitesize <https://www.bbc.co.uk/bitesize/primary>
- White Rose Maths <https://whiterosemaths.com/homelearning/>
- Purple Mash <https://www.purplemash.com/sch/primrose-ls23>

Teachers will plan lessons that link directly to the curriculum focus for that year group and will provide resources to support tasks for home learners. Should remote learning need to be set for a class or bubble, the work for the week in English, Maths and other subjects will be posted on the class's Teams site.

Remote learning will include explicit teaching and feedback, and when teaching remotely, teachers will make good use of a range of assessment techniques, including verbal questions, short answer quizzes, multiple choice questions.

## **Timetable**

Teachers will provide a weekly timetable with a summary of each lesson that will take place. Links will be provided in this timetable to where parents and children can find the online teaching videos and resources for each lesson.

The expectation will be for:

- a daily maths lesson
- a daily English or phonics lesson for Foundation Stage and Key Stage 1
- a daily physical activity
- a daily lesson for another subject, eg topic, music, computing, art.

## **Content for Maths**

The White Rose Maths scheme is followed across school, complemented by Classroom Secrets, 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 bubble closure 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.

## **Content for Phonics**

In the event of a bubble closure or full closure, teachers will record a video of the daily phonics lesson for children to watch at home / or provide a link to an appropriate Read Write Inc video. In the case of an individual child self-isolating the teacher will inform parents which of the Read Write Inc videos are the relevant ones to use.

## **Content for English**

In the event of a bubble closure or full closure, teachers will provide a link to appropriate Oak Academy videos and resources or record a video of an input to the English focus each day, for children to watch as an introduction.

The school follows the Read Write Inc spelling scheme. This will continue each week with teachers providing the RWI spelling resources for the spelling pattern. There will be a spelling test set using Microsoft Teams each week.

## **Content for Other Subjects**

As well as English and maths, there will be a lesson provided for one other subject each day.

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 make use of other resources, eg BBC Bitesize or Purple Mash, or record a video to teach the objective and then set learning tasks for the children to complete and submit.

## **Setting the learning**

Teachers will outline the learning via their class Team page.

Teachers will present a daily introduction to the learning, via Microsoft Teams, as well as live drop in sessions where they will be available for individual or group support. The timings of these will be shared through Teams.

Assignments will be set daily, with clear expectations of which learning needs to be returned and when.

Teachers will upload daily assignments on to the class Team. In exceptional circumstances, work may be printed at school by staff ready for collection by parents.

## **Providing feedback on work**

Pupils will be expected to turn their work in through Teams to their class teachers. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths as per our marking and feedback policy. This may be individual, group or whole class feedback. Feedback will be age appropriate.

## **Keeping in touch with pupils who aren't in school and their parents**

In the case of a national or local lockdown, Teachers will make contact with families at least every 3 weeks. Any concerns should be recorded and the Headteacher alerted. In the event of a self/class bubble isolation, communication will be via email. If there has been no communication from either a parent or child by day 3 of lockdown/self-isolation period starting, a member of staff will call the family on day 4.

Vulnerable pupils and their families will be called weekly.

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

## **Attending virtual meetings with pupils and parents**

Teachers should adhere to the school's dress code when attending virtual meetings or recording videos.

Staff will host daily contact sessions twice a day, where children and parents can talk directly to staff for learning specific enquiries and support. The times of these sessions will be posted daily in the Year Group Team. At other times, staff can be contacted via their school email address.

Children with My Learning Plans (MLPs), or other identified needs, will have personalised work set and may be asked to attend additional live sessions with staff. These sessions will be by invitation only and parents are asked to accept the invitation so that time is not wasted.

Teachers should avoid areas with background noise, and check there is nothing inappropriate in the background.

## **3.3 SUPPORT STAFF – HLTAs / TEACHING ASSISTANTS**

When assisting with remote learning, support staff must be available between 8.30am and 3.30pm

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 assisting with remote learning, support staff are responsible for:

### **Supporting pupils who aren't in school with learning remotely**

Teachers will identify which children support staff need to support directly and how they should provide that support.

### **Attending virtual meetings with pupils and parents**

Support staff should adhere to the school's dress code when attending virtual meetings or recording videos.

Staff should avoid areas with background noise, and check there is nothing inappropriate in the background.

## **3.4 DESIGNATED SAFEGUARDING STAFF**

The Designated staff are responsible for safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy. Staff will keep in contact weekly with children/families who have been identified by the Designated Team as vulnerable.

## **3.5 PUPILS AND PARENTS**

We are fully aware that these are exceptional times and each family is unique, and because of this, will approach the support of remote learning in way which suits their individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/ A Level accreditation.

Where possible, it is beneficial for children to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure. A suggested timetable will be made available on Microsoft Teams as a guide. This includes regular bedtimes and daily reading for pleasure.

Should anything be unclear in the work that is set, parents or pupils can communicate with class teachers via the teacher's email address, or by contacting the school office. They should make clear which year group and subject the question relates to.

We encourage parents to support their children's learning, by viewing the activities set together, and then making appropriate plans to complete the learning. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with their learning, encouraging them to work with good levels of concentration and age-appropriate independence.

Parents should encourage good presentation and handwriting, as would be expected in school.

Every effort will be made by staff to ensure that learning is set promptly, on appropriate platforms, but school cannot guarantee that the chosen platforms will work on all devices. Should accessing learning be an issue, parents should contact school promptly and alternative solutions will be made available (eg paper copies of work, loan of laptop). These will be discussed on a case-by-case basis.

Nursery and Reception parents are encouraged to continue using 'Evidence Me'.

### **Engagement with Remote Learning**

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. These may include parents working from home or limited access to technology amongst other factors.

**Communication is essential** and we would ask that if there are circumstances that mean a child cannot engage at least partially with the remote education, that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.

### **Staff can expect pupils learning remotely to:**

- Do their best to complete learning to the deadline set by the teacher
- 'Have a go' and try and work independently, before asking for help
- Ask for help if they need it, from teachers or teaching assistants or parents
- Alert teachers if they're not able to complete the learning

### **Staff can expect parents with children learning remotely to:**

- Make the school aware if their child is sick or otherwise can't complete their learning
- Seek help from the school if they need it
- Do their best and ensure that their child is accessing the learning set
- Be respectful when making any concerns known to staff

## **3.6 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.

### **3.7 WHO TO CONTACT**

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

- Issues in setting work – talk to the relevant subject leader or SENCo
- Issues with behaviour – talk to the relevant Key Stage Leader
- Issues with IT – talk to colleagues and if necessary, log issue with IT provider
- Issues with their own workload or wellbeing – talk to a Senior Leader
- Concerns about data protection – talk to the Office Manager
- Concerns about safeguarding – talk to the Designated Safeguarding Team

## **4. DATA PROTECTION**

### **4.1 Accessing personal data**

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

- Use Teams, Evidence Me (Nursery and Reception only) or school email addresses to contact parents
- Use school devices (laptops/iPads) where possible. If they are using an alternative, they should inform the HT.

### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as parents' 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.

### **4.3 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)
- 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
- Keeping operating systems up to date – always install the latest updates.

## **5. SAFEGUARDING**

Please refer to the Child Protection Policy and Keeping Children Safe in Education guidance.

Any live sessions will be recorded in Teams, downloaded to OneDrive and stored for 20 days. After this time, the recording will be deleted.

## **6. MONITORING ARRANGEMENTS**

This policy will be reviewed by the Headteacher and Governors annually, or when a change is deemed necessary such as a change in Government policy.

## **7. LINKS WITH OTHER POLICIES**

This policy is linked to our:

- Behaviour policy
- Child Protection policy and COVID-19 addendum
- GDPR Data Protection policy and privacy notices
- ICT and Internet Acceptable Use policy
- Online Safety policy

## **8. APPENDICES**

- Appendix 1: Autumn Term Curriculum Mapped to Oak National Academy

Appendix 1

Autumn Term Curriculum Mapped to Oak National Academy (and alternative teaching resources if not in line with Oak)

Nursery

Subject	Theme/unit	Oak National Academy Materials	Teaching Resources
Phonics	Phase 1 Letters and Sounds		
Literacy	Stories linked to Topic		Reception
Understanding the World	All about me Celebrations	All about me Celebrations	
Music (Expressive Arts and Design)	All about me Journeys and adventures	All about me Journeys and adventures	
Art (Expressive Arts and Design)	All about me Celebrations		
PSHE	New beginnings Staying Safe	New beginnings Staying Safe	
PE	Moving Freely		

Reception

Subject	Theme/unit	Oak National Academy Materials	Teaching Resources
Phonics	RWI Set 1 Sounds		
Literacy	Stories linked to Topic		Reception
Understanding the World	All about me Celebrations	All about me Celebrations	
Music (Expressive Arts and Design)	All about me Journeys and adventures	All about me Journeys and adventures	
Art (Expressive Arts and Design)	All about me Celebrations	All about me Celebrations	
PSHE	New beginnings Staying Safe	New beginnings Staying Safe	
PE	PE with Joe Wicks		

Subject	Theme/unit	Oak National Academy Materials	Teach
History	Toys and games from the past		
Science	Seasonal Changes	Seasons and change	
Computing	Building Basic Skills		
Music	Feel the Pulse	Pulse	
Design Technology	Moving Toys		
Art	Christmas Cards		
PSHE	Feelings and Friendships	Forever Friends	
PE	Various skill development – coordination, agility, balance		

Year 2

Subject	Theme/unit	Oak National Academy Materials	Teach
History	Famous Figures (Autumn 2)		
Science	Materials (Autumn 1)	Materials Topic (6 lessons)	
Computing	Online safety		
Music	South African Music (Autumn 1) Christmas Music (Autumn 2)	KS1 Music- rhythm and pulse (6 lessons)	
Design Technology	Christmas crafts (Autumn 2)		
Art	Pop art (Roy Lichtenstein) (Autumn 1)		
PSHE	Friendships	Forever Friends ( 4 lessons)	M
PE	Various aspects – leadership, agility, balance, coordination, team work		

Year 3

Subject	Theme/unit	Oak National Academy Materials	Teach
History	The Stone Age		E
Geography	Building locational knowledge	Building locational knowledge of the UK 4 lessons	
Science	Rocks, fossils, soil and dinosaurs	Rock cycle - 6 lessons	PU
Computing	Online safety		
Music	Pulse and metre	Pulse rhythm, beats and time signatures – 6 lessons	
Art	Drawing skills – topic linked		BBC KS
PSHE	Understanding the world we live in and the impact we have on it	Yes, It's our world, our wonderful world – reduce, reuse, recycle 4 lessons	
PE	Exercise – keeping active		

#### Year 4

Subject	Theme/unit	Oak National Academy Materials	Teach
History	The Romans	Roman Britain (10 lessons)	
Geography	How settlements change	Population (10 lessons)	
Computing	Online safety		
Music	Pulse and metre	Pulse and metre (6 lessons)	
Design Technology	Create a Roman shield		
Art	Roman mosaic		
PSHE	Identity, society and equality: democracy Physical health & wellbeing		
PE	Various aspects - leadership, agility, balance, coordination, team work		Y

Year 5

Subject	Theme/unit	Oak National Academy Materials	Tea
History	WWII – Comparing children’s experiences now and in the past (Autumn 1)	The Blitz – Survivor Stories (5 lessons) Goodnight Mr Tom (5 lessons)	
Geography	Locating countries of Europe (part of WWII topic)		
Science	Life cycles and plants (Autumn 1) Earth and Space (Autumn 2)	Plants (various short videos) Space (6 lessons)	
Computing	Online Safety		Pur
Music	*See HC planning		
Design Technology	Anderson Shelter		
Art	Blitz Art / Propaganda Posters (Autumn 1) Vincent Van Gogh – Starry Night		
PSHE	Physical Health and Wellbeing in the Media (Autumn 1) Identity, Society and Equality (Autumn 2)		
PE	Various aspects – leadership, agility, balance, coordination, team work		

Year 6

Subject	Theme/unit	Oak National Academy Materials	Tea
History	The Vikings		
Geography	Building Locational Knowledge: South America	4 lessons	
Computing	Variables in Games	6 lessons	
Music	Rhythm	6 lessons	
Design Technology	Lessons linked to Vikings		
Art	Lessons linked to Vikings or South America		
***English	Holes - Louis Sachar	5 lessons	