THE FEDERATION OF
SCAPEGOAT HILL J&I AND
LINTHWAITE CLOUGH JI&EY SCHOOLS

REMOTE LEARNING POLICY

Approved by the Governing Body: ....

Review date: .... (or sooner if changes to the law or practice)

SLC Federation vision – to be a community of confident, creative learners thriving together in a rich, inclusive environment that raises the aspirations of each unique child.

Remote Learning at Scapegoat Hill and Linthwaite Clough Federation

Aim

This policy sets out expectations and guidance for children, parents, staff, governors and any other invested party of our remote learning provision.

This policy will:

- Support parents in understanding our rational for remote learning
- 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 regard to remote learning
- Provide appropriate guidelines for safeguarding when working online

Rationale

Government guidance states that, 'where remote, or blended, learning is necessary it must be high quality and safe. It must align closely with what we are teaching in school.' Remote learning is where a child, or group of children, are learning from a location other than in school.

Our remote learning provision will be broad and ambitious to match the learning in school; it will align with our vision to raise children's aspirations. The individual educational needs of each child that cannot attend school due to COVID-19 will be considered when planning for their remote learning. Where necessary, the SENDCo will be involved in creating and delivering remote learning to support children on our SEND register.

Across the Federation, we will ensure remote learning covers the same knowledge, concepts, skills and practice that are being taught in class so that on returning to school no additional gaps in learning have been inadvertently created.

Our approach to remote learning has considered, as much as feasibly possible, responses from parental consultation. This includes:

- Available time – parents working from home, number of siblings
- Available technology – number of devices, number of siblings sharing devices
- Ability to support in different subjects
- Confidence of parents and carers
- Anxiety at children isolating and/or missing school
- What worked well during lockdown
- What we could improve/provide to support parents/carers and children

Remote Learning Timescale and Teacher Responsibility

When a class, bubble or individual has to isolate, the teacher responsible for their education, with the support of colleagues, the Senior Leadership Team (SLT) and our SENDCo, will provide

immediate remote learning through a blend of online and paper-based activities that adhere to the ethos and vision of the school. *'Immediate' is defined as starting on the first full day after being notified of any absence.*

If a whole class or bubble are learning remotely, the teacher and/or educational teaching assistant will aim to contact each child every day. This will be done via a Teams meeting. One teacher and up to 8 children will be involved in the Teams meeting. This will allow for feedback, discussion between peers and further support with work set.

Teachers will endeavour to view and feedback on as much of the children's work as they are able. For individual children feedback will be given at least twice a week. This is to ensure the teacher can balance the demands of remote learning with their workload inside of school.

If the teacher is ill, another member of the year group team, the educational teaching assistant from that class or a member of the senior leadership team will contact the class or bubble.

Parents/carers should use the TEAMs chat or year group email to contact the teacher regarding any aspect of remote learning. The details should be provided with the pack. Teachers will endeavour to reply within 24 hours of receiving the message. Messages will be checked and responded to during school hours unless there is an exceptional reason to reply after hours.

Our Remote Learning Curriculum

As mentioned above, our curriculum for remote learning will aim to be as broad and balanced as our school curriculum and align with our vision and values. All pupils will receive learning in the specific areas listed in the government guidance, including the following:

Early Years
- Communication and language
- Personal, social and emotional development
- Physical development
- Early reading, phonics acquisition and vocabulary
- Early maths
- RHE

Key Stage 1/2
- Phonics
- Reading
- Increasing vocabulary
- Writing
- Maths
- Science
- RHE
- Humanities
- PHSE
- Arts
- PE

In exceptional circumstances, some subjects may be given priority over others for some pupils with the aim of restoring SEMH and wellbeing.

We appreciate that learning environments may be variable. As such we will supply rich learning experiences and resources that families can access, either from school or online, with the aim of motivating and engaging all children. This will include an element of PHSE/RHE so their personal development continues to grow alongside their academic learning. Consideration will be given to the level of differentiation and high quality teaching resources required to best achieve this.

Daily Routine for Remote Learning

Unlike remote learning during lockdown, it is a statutory expectation that school provide children with a minimum amount of remote learning to be completed each day when it is not possible to be in school.

Evidence suggests that the best way to support remote learning is to have a set routine each day. We will provide a layout of what could be a typical day and the expectations for each day. This is not compulsory, it is a recommendation.

It is understood that all family circumstances will be different, including the amount of support children can be given at home. Following parental consultation, the time parents/carers have available to support remote learning differs greatly, due to a range of valid circumstances. This will be considered when setting expectations for remote learning and flexibility will be built into the time table.

We therefore recommend the following daily focus depending on the amount of time available.

- Up to two hours - complete all activities for maths, English, PE and then choose one subject that supports the child's interests or aspirations.
- Up to three hours - complete the maths, English, PE and then choose two subjects that supports the child's interests or aspirations.
- Up to four hours - complete all the learning in the pack.
- Over four hours – children to extend their learning by creating an activity of their own based on something they have been given by the teacher. In school we call this negotiating, it is an integral part of CCL.

Interaction with Teachers and Peers

Our remote provision will be delivered through PING, Microsoft TEAMs and email at Linthwaite, and Microsoft TEAMs and email at Scapegoat Hill. This will allow for daily virtual contact (for whole bubble/class closures) with class teachers, support staff where appropriate and peers, within a secure and well managed environment. It will also allow for interaction between class peers to ensure they continue to feel part of a class and the school.

We are keen to make remote learning an interactive experience through the submission and sharing of work by children and delivery of feedback from teachers and arranging opportunities for children and families to compete, interact and collaborate, this can be done through quizzes, games and collaborative work in TEAMs.

While **live teaching** a primary-age class remotely is not practical, we are hoping to use it to provide some safe, supervised and structured opportunities for children to 'meet up' with their teacher and classmates.

Communication between staff and pupils/families **must** be through the authorised school systems above and not through other communication systems such as Zoom or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

Teachers will be available for 'chats' feedback and online support during the usual school hours. We understand this may not fit with every family's timetable. Emails can be sent at any time, a minimum of 24 hours from receipt in school hours should be allowed before expecting a response. Some emails may require time for research, as this is a new system for school. If this is the case, teachers should acknowledge the email and give an approximate time when parents/carers can expect to get a full reply.

Due consideration should be put in by staff before sharing photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding. We would strongly recommend that staff avoid using personal devices and should only use school provided equipment.

Our Remote Learning Packs

Our packs have been created to cater for a wide range of anticipated absences, for example:

- Absence due to a child waiting for test results (3 days)
- Absence due to an individual positive COVID-19 result of a household member (10 days)
- Absence in the event of a whole class or bubble needing to isolate (10 days)

Three-day pack

When children are isolating short term waiting for test results, a three-day pack will be sent home. Work should be completed and, where possible, returned to school. Any work returned should be placed in a bag and left for 48 hours. This is the quarantine time for most materials. If there is any plastic – for example if your child has made a model – then the quarantine time increases to 72 hours.

Different activities will be set for each day for maths, reading and writing. Other subjects will be included as stand-alone or project-based activities, to link with CCL style learning.

Ten-day pack – individual absence

When individual children or families are isolating due to a positive test in the household or track and trace, a ten-day pack will be sent home and regular contact with the teacher, i.e. two or three time a week, will be done over the phone. It will not be possible for live sessions with the class teacher during the day as they will be teaching in class. However, high quality video lessons and online feedback will be given and learning will be directly linked to the learning taking place in class. This will ensure children can return to school and access learning straight away; the risk of gaps in learning is greatly reduced.

Ten-day pack – whole class or bubble

When a bubble or larger group of children have to isolate for two weeks due to a positive test. Here, teachers will send home daily work via PING or Microsoft 365 Education. New learning will take place through online video lessons, from websites recommended by the Department for Education (DfE), along with differentiated tasks to support your child. Teachers and educational teaching assistants will be available throughout the day (providing they are well) to support your child. Timetabled live 'checking in' sessions each day will be organised where children can ask any questions and get live support. It is important that you support your child to attend these sessions. The times will be available the day before for you to book when it is convenient. This will be done through our new Microsoft Office 365 Teams and Education system.

Online Learning Resources

Teaching staff will create a wide range of learning opportunities for all pupils. They will do this by accessing online resources recommended by the government, for example we will draw heavily on Oak Academy and BBC Bitesize. We will also include resources from our existing subscriptions used in school: SCARF, TT Rockstars and Spelling Shed. These are high quality resources that complement our bespoke planning for an exciting and ambitious curriculum.

BBC Bitesize   https://www.bbc.co.uk/bitesize/dailylessons
Oak Primary   https://www.thenational.academy/

Reviewing and Monitoring our Remote Learning Provision

Our remote education provision will be regularly reviewed to ensure it develops alongside good practice guidance and the needs of the children. We have focused on the quality of the teaching and resources and considered responses from parents regarding access to digital technology, time spent online and parental/carer support/ability.

Packs will be differentiated to meet the needs of the individual child. Resources can be supplied where they cannot be obtained by parents/carers.

Safeguarding

Safeguarding is a high priority during remote learning, teachers need to make sure that anything they have concerns about are reported to the Designated Safeguarding Lead (DSL) in the first instance, via face to face, telephone call or email (anonymise email). If the DSL is not available reports should be directed to a member of the Senior Leadership Team.

Concerns may include:

- No contact from a child without an explanation from parents/carers
- Low mood of a child
- Greatly reduced interest in work or discussions with peers
- Work produced not up to normal expectations
- Disclosure of information by a child or parent/carer

Safeguarding and TEAMs

TEAMs has been set up by our IT company. All classes have been arranged so the teacher can have contact – i.e. set up meetings, organise chats, assignments and feedback; however children or other family members will not be able to contact peers or other families directly through the schools' TEAMs arrangements. Staff will receive full training on how to use TEAMs effectively and safely to ensure the most efficient use in supporting remote learning for all.

The chat function should be used for:

- Asking questions of the teacher regarding work set
- Receiving answers to questions
- Receiving feedback or challenges
- Receiving and requesting support

TEAMs meetings will not be compulsory, and we understand that it may not be possible for parents/carers to support children with meetings during the school day. However, we would urge parents to aim to attend at least two meetings a week. This will support children's wellbeing and sense of belonging.

A timetable will be set and a choice of at least six times will be given throughout the school day when children can join a meeting. Only one meeting per day will be needed. If a child appears to need more then a discussion with the class teacher should take place.

Keeping Children Safe in Education (KCSIE) 2020!

All staff members read and keep up to date with government guidance on KCSIE and follow the steps listed below.

- Always use school accounts, NEVER personal ones
- Only use approved platforms (approved by SLT)
- Work in a safe and secure place, blur background if needs be to ensure nothing can give away where you live. (Also prevents people being seen in pants!)
- Dress as you would for school
- Consider who is about (partners/children etc). They should not be able to see or speak to the children nor should they be able to see or hear what is going on in the background
- If someone does need to enter the workspace, tell people what is happening, mute and switch off for a short period of time
- Ask children to NOT work in bedrooms but in a communal space and ensure they are not wearing pj's – dress as you would for school!
- Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background
- Make sure that you don't have any tabs open that you could accidentally switch on to (Facebook or Twitter for example)
- Be regular - let others know when you are going 'live' etc
- Avoid 1:1 with children
- Keep a log of who, when, how long and if anything went wrong/any concerns

- Check if it's being recorded and let people know if it is, they have a right for it not to be. If one person doesn't want it recording you can't record
- Set ground rules at the start and abide by these
- Reiterate any online safety lessons
- Only communicate with parents using the approved channels, at a time agreed, if you think the call is going to be awkward or uncomfortable ask for support from SLT

Online Safety for Remote Learning

School have been assured that Microsoft 365 Education is one of the best platforms to have and is used by many professionals including the NHS and Metropolitan police, this is due to the high level of security and safeguarding; it is also GDPR compliant. We ask that teachers of families do not try to communicate through Zoom or any other platforms that you personally prefer as this could lead to safeguarding issues.

List of Useful Websites for Support with Online Learning and Play

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between ParentZone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services
- **YouTube -** remember teachers should never use personal channels/accounts
- **Microsoft Teams within Office 365 - to stop students re-joining a Teams call without the teacher there**, you must click End Meeting, not the classic 'hang up' button.