Remote Learning Policy

To enable every individual regardless of ability to achieve their full potential, to prepare for future life and to become life long learners, developing a thirst for learning and to become good citizens equipped for the challenges of the 21st century.

Our motto is -   **It's fun to learn**

The values that underpin this vision can be set out under the following headings.

To Develop An Understanding Of Self

Each child should

- Develop an appreciation and awareness of self
- Become independent learners and thinkers
- Achieve their fullest potential regardless of their ability and gender
- Have high personal expectations of work and behaviour
- Have a positive attitude towards their own learning
- Show a healthy attitude to living an active life through sport and other recreational activities

To Develop An Understanding Of Relationships

Each child should

- Care for others and oneself
- Show mutual respect and tolerance for spiritual and cultural diversity
- Understand the importance of learning together and working together as a team

To Develop An Understanding Of Society

Each child should endeavour to become

- Good citizens
- Effective and constructive members of the community
- Able to appreciate and celebrate their own and others success
- Valuable members of the school community
-

To Develop An Understanding Of The Environment

Each child should

- Take an active role in caring for the learning environment of the school
- Be safe and cared for in a stimulating learning environment
- Appreciate and respect the environment of the school

Through exposure to a wide range of teaching and learning experiences, pupils will achieve their full potential as independent, THINKING learners. Relevant, enjoyable and enriching activities will develop their thirst for life-long learning.

As a school our belief is that every child deserves to succeed regardless of his or her ability.

Rationale in the event of a school closure, the school is committed to providing continuity of education to it learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of a short-term closure (e.g., as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work from home, at least to some extent. This may apply in cases such as long-term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents made the decision, to take learners on a holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an infectious disease.

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher.

Though every case has its own specifics, a rough guideline for the frequency of communications between school and parent/carer would be once per week.

If a significant number of learners are absent from school, but the school remains open, the head teacher will decide whether the method of remote learning operated will take the form outlined here, or outlined below.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways.

1. Regular direct instruction from class teachers with the ability of learners to ask questions online (via email) or through a live meeting or chat in Microsoft Teams.
2. The setting of work that learners complete, written responses (if relevant) completed electronically
3. The assessment of specific assignments that are submitted to teachers electronically and on which feedback is provided. Learners and teachers are expected to have access to the internet whilst at home; the school recognises that families may not have printers and will therefore not require the printing of material.

The school will use Microsoft TEAMS to deliver continuity of education.

Live sessions

Teachers should deliver content in a live manner (either by text or audio and/or visual means). This could include live lessons with the class teacher interacting with the class directly.

Microsoft TEAMS allows for resources to be shared, teachers to provide exposition, and learners to ask questions in 'real time'. Learners will be provided with details of sessions and will be expected to participate if they are asked and able to. Live sessions can be particularly helpful as they can help teacher's communication with learners and enable them to respond to learners' questions via the conversation and meet functionality in TEAMS.

Learners have been provided with a school email address to avoid issues with GDPR, there will be no expectation for parents/carers or learners to provide their own email addresses for use. Oldfield Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS:	Up to 3 Hours
Key Stage 1	3
Key Stage 2	4 -5

Accessing Remote Education

How will my child access online remote education?

We will be basing online remote learning on Microsoft Teams and the majority of lessons will be live meetings with class teachers. On occasions specialist teachers or HLTA's will schedule a class lesson or group work. Pupils can access all activities by logging onto their Office 365 account and going the Teams app.

Supporting access to remote education

We are happy to give advice to all parents or carers if they are having difficulty to get online or if they have an internet connection that is slow or flakey

We are also happy to help families who need extra devices at home. If all devices are needed for parents working or siblings, please call the Office and we can facilitate the loan of an IPad.

We will also continue to offer technical advice and support to all families either on the phone, or in person if they can come to the school.

How will my child be taught remotely?

We will use a combination of approaches to teach pupils remotely but primarily we will use Microsoft Teams to teach live lessons at specific times. These lessons will also be recorded so pupils and parents can access at a later date. Details of how to access these recordings have been sent to all parents. Sometimes they will teach the whole class together in an interactive session, encouraging questions and discussion. At other times the teacher will move children into groups, or break out rooms, just as they would in class.

We will also use some pre-recorded lessons (e.g video/audio recordings made by teachers or other reputable organisations like the Oak National Academy)

Reading may also be set as a task and we will also use some commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. Twinkl.

Finally, from time to time, there may be some project work and/or internet research activities set for certain subjects.

Teachers will be available online from Monday – Thursday 8.50am – 3.00pm and Fridays from 8.50am – 12noon with specific times for teaching given to both pupils and parents in individual classes. On Friday afternoons the teachers will still be in school with the children of Key Workers, but they will also use this time to plan work for the following week so there will be no live input available.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they have been asked to submit. Under normal circumstances, not all pieces of work are formally assessed by teachers and this would be the case should the school employ remote learning.

Given the nature of the task, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure when they set work to be assessed that it is designed in such a way that meaningful feedback may be provided

Possible methods may include

- Using the Comments function on Microsoft Teams
- Sending a direct email to learners with specific feedback/targets

Expectations of Learners

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work and submitting assessed tasks promptly to the best of their ability.

Learners should complete tasks promptly as they would do at school. If they encounter problems in specific tasks or questions about overall workload, they or their parents should contact the class teacher to discuss ways forward.

Teachers must work on the assumption that children may not have the full range of resources that they would usually have in school. However, if advance notice is possible, teachers will instruct learners to take relevant equipment home with them.

The school expects that parents have internet access at home to access remote learning resources, but teachers will make no presumption of the family's ability to print at home.

Expectations of teachers

Teachers should ensure they have effective internet and phone connectivity at home. This is very important if they are self-isolating but do not have symptoms. If the closure is brought about by a government local or national lockdown then teachers may work in school as long as they follow social distancing rules.

The setting and assessment of remote learning tasks will take place in accordance with school policies. Under normal circumstances teachers take different approaches to setting and assessment of learners' work however teachers will follow the school's marking policy when required.

In order that we are providing a consistent approach all teachers should pay due care to the nature of the tasks set, so that learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner.

In the event of a teacher being unwell during the period of remote learning, the work set will be led by the teacher of the corresponding class and if that teacher is ill then the SLT will take responsibility for the learning of the year group.

Teachers should be available between 9.00am and 3.00pm each day to contact parents if needed by email or phone (when phoning from a personal device, teachers are advised dial 141 before the number and this will ensure the number is kept private).

Teachers should also have a bank of additional resources for more/less able learners.

In order to ensure teachers are able to perform the minimum expectations outlined above they have received training in a variety of aspects of remote learning. If teachers require support with any aspects of remote learning they should consult with Mr Loz Marchant or Ms Fran Hodge.

Unless there are extenuating circumstances, teachers will expect to be contactable remotely by colleagues, learners and parents. All communications should take place during the stated hours with no expectation for colleagues to read or respond to emails after 4.30pm or at the weekends. Responses should be made to electronic messages within one working day.

Oldfield will continue to provide a safe online environment which includes the use of online filtering systems i.e.; ParentMail

Communications must always occur via official school channels

- Email using school email addresses only
- Microsoft TEAMS
- Some Local Authority agencies will use Google Meet or Zoom and if involving children should be authorised by the parents and head teacher/SMT prior to the commencement of the meeting

Support for pupils with SEND, EAL and other learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online learning tasks. Advice can be sought from the SENCO if needed. In addition, the SENCO will maintain contact with pupils who require regular support by email, TEAMS or telephone and feedback to teachers via CPOMS.

Pastoral Care during a school closure

In the event of a school closure, the primary responsibility for pastoral care of a learner rests with the parent/carer. However, teachers should check regularly to monitor both academic progress and their general well-being. If staff are having
a 1 to 1 session with a child, they should advise the parent that the sessions will be recorded for safeguarding reasons. Staff will be expected to pass information onto the pastoral team/Parent support advisor for support and guidance. All concerns should be entered into CPOMS.

Safeguarding during school closure

In the event of a school closure, pupils, parents, carers and teachers are reminded of the school's Safeguarding and Child Protection Policy still applies to all interactions between pupils and staff. In that policy there are specifically prohibited behaviours and reporting obligations to which staff must adhere, whether they are at home in the community or in school. Staff should also be aware of the school's Staff Code of Conduct.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy, and where appropriate referrals should still be made to children's social care and as required, the Police.

This policy must be read in conjunction with other related school policies as detailed below:

- Safeguarding and Child Protection Policy
- Covid-19 School Closure arrangements for Safeguarding and Child Protection
- Internet Policy
- Computing Policy
- Staff Code of Conduct

Oldfield Primary School

Early Years, KS1 and KS2

Responsible Internet Use

We use the school computers and Internet connection for learning. These rules will help us to be fair to others and keep everyone safe.

- **I will ask permission before entering any Web site, unless my teacher has already approved that site.**

- **On a network, I will use only my own login and password, which I will keep secret.**

- **I will not look at or delete other people's files.**

- **I will not bring in memory sticks or removable media into school without permission.**

- **I will only e-mail people, or organisations my teacher has approved.**

- **The messages I send will be polite and sensible.**

- **When sending e-mail, I will not give my home address or phone number, or arrange to meet someone.**

- **I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.**

- **I will not use Internet chat, unless when it is in a protected environment like Microsoft Teams.**

- **If I see anything I am unhappy with or I receive messages I do not like, I will tell a teacher or an adult immediately.**

- **I know that the school may check my computer files and may monitor the Internet sites I visit.**

- **I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers.**

The school may exercise its right by electronic means to monitor the use of the school's computer systems, including the monitoring of web-sites, the interception of E-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is or may be taking place, or the system is or may be being used for criminal purposes or for storing text or imagery which is unauthorised or unlawful.

10 Top Tips

Remote learning for teachers

1. Familiarise yourself with the relevant policies, i.e., Safeguarding and Child Protection, Data Protection and IT use.
2. Consider your surroundings. The use of web cams, video and live streaming must be done with careful thought. Ensure positioning of any camera is in an open space with a plain background if possible and with no personal information on display. Avoid bedrooms.
3. Create and disseminate a clear remote learning policy and guidance. This is important so that parents and pupils are clear as to what is expected of you, including around behaviour and conduct. It will also provide them with a level of confidence and reassurance.
4. Only use the school approved platform, never communicate using personal emails and refrain from communicating outside school hours.
5. Any communications by teachers received from children's 365 accounts should be answered in a professional manner and should be copied to the other teacher with the year group.
6. Maintain professional dress at all times. Treat online lessons the same as delivering a lesson in the classroom. Maintain a professional image.
7. Distribute a class timetable for remote learning. This will help maintain a structure and lesson plan to classes, include the frequency of lessons, duration, how they will be delivered, times for online and offline learning and any links. This will give parents a sense of structure and reassurance around lesson delivery.
8. Ensure you use the correct/appropriate technology. Look to distribute a list of apps and software that are secure and will not raise safeguarding concerns
9. Protect personal data; use only school provided email address.
10. Consider the needs of SEND pupils and vulnerable learners. It is important to try and accommodate all children with SEND or those who are more vulnerable and take into account different levels of learning.
11. Try to make lessons fun and engaging and encourage regular feedback. Try to encourage a two way flow of communication with parents and children to help maintain transparency and confidence in the learning process.
12. Any photos of children must have parental permissions before sharing on the school website.

10 Top Tips

Remote learning for parents/carers

1. Take an active interest in your child's learning. As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.
2. Children will turn off their cameras and mute their microphones but will be able to click on the raise a hand icon if they wish to ask a question. All live lessons will be recorded so that if you miss some or the entire lesson, you can watch it again.
3. Monitor your child's communication and online activity. It is important that you remind your child that despite being at home the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.

4. Establish a daily schedule and routine. Working from home and trying to learn in a more casual setting might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule the school has sent home to help children keep on top of their daily learning.
5. Encourage screen breaks away from devices. Remote learning will inevitably require more interaction with computers laptops and tablets. Ensure children spend time away from their screens.
6. Ensure your learning device is in a public space in the home. It is important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move devices out of the bedroom as this could be deemed inappropriate.
7. Implement safety controls and privacy restrictions on apps and software.
8. Ensure that your child only uses official school communications channels.
9. Familiarise yourself with relevant school policies. The school has a remote learning policy which is published on the web site.
10. Maintain feedback with teachers.
11. Monitor your child's well-being and mental health. Remote learning will likely mean that your child won't get the same level of social interaction and might not see friends for a while. Keep a check on their well-being and try to encourage them to get out as much as you can.