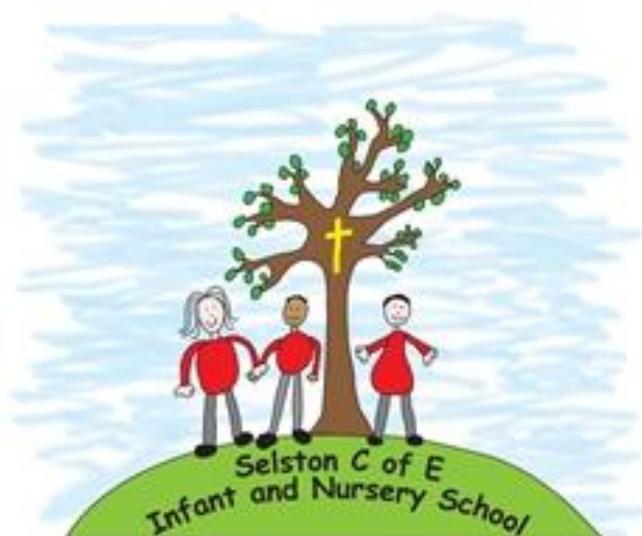


# **Remote Learning Policy for All Saints CE (Aided) Infant and Pre-School and Selston CE (Controlled) Infant and Nursery School**



**Date – January 2021**

# **ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL**

## **SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL**

### **MISSION STATEMENT**

#### ***Opening hearts and minds through the grace and love of God.***

At All Saints Infant School and Pre-School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools and pre-school including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round the school. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school and pre-school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

## **Remote Learning Policy**

### **Introduction**

In the event of a school closure, we are committed to providing continuity of education to children and will do so through a process of remote (online) learning. Extensive remote learning applies when school is closed for an extended period of time, but a high proportion of children and teachers are healthy, and able to work from home. This policy does not normally apply in the event of short-term school closures, (e.g. inclement weather) or a short-term learner absence.

Remote learning may also be provided when children, in agreement with the school, have a period of absence but are able to work at home. This may apply in cases such as exclusion from school, longer-term illness where the child is able to complete work at home and isolation at following an infectious disease outbreak. There is no obligation for the school to provide remote education to children who do not attend school as a result of a term-time holiday. Similarly, remote learning would not be provided if parents made the decision without school's prior agreement and contravening official guidance, to remove their child from school as a precaution in the event of an infectious disease outbreak.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection and safeguarding.

This policy aims to:

- minimise disruption to children's education and the delivery of the curriculum;
- ensure provision is in place for all children to access high quality learning resources;
- protect children from the risks associated with using devices connected to the internet;
- ensure data remains secure and is not lost or misused;
- ensure robust safeguarding measures continue to be in effect during the period of remote learning;
- ensure all children have the provision they need to complete their work to the best of their ability, and to remain happy, healthy and supported.

### **Remote learning for individual children who are self-isolating**

The school will provide a study pack consisting of activities linked to current learning in English, Maths, Religious Education, Foundation Subjects and Personal Social and Health Education.

## **Remote learning in the event of extended school closure**

The online platforms the school will use are Seesaw, Zoom and Facebook. The school will provide continuity of education in the following ways:

- Regular direct instruction from staff, with the opportunity for children and parents/carers to ask questions online. Staff will deliver live and recorded content. Live sessions may be whole-class, small group or individual.
- Staff will make use of a range of online websites including Youtube, White Rose, BBC Bitesize and Oak National Academy.
- Children will be provided with instructions as to how to complete the work and staff will be able to respond.
- Children will respond in a variety of ways – speaking, writing, drawing, video, photograph, model-making or voice message.
- For those children who do not have access to the online platform, we will endeavour to loan equipment in order to facilitate their participation. At the very least, paper copies will be provided.
- Where possible and appropriate, certain children may be offered one to one tuition in school for short periods of time.

We realise that the circumstances that cause our school to close will affect families in different ways. In our planning, we will take individual needs into account. We will be flexible with regards to:

- Parents/carers working from home so access to technology as a family may be limited.
- Parents/carers who have two or more children trying to access technology.
- Staff who may be managing their own families' requirements.
- Technological problems which mean that systems may not always function as they should.
- Equipment that is available in the home. For example, staff will not assume that all children have access to a printer.

## **Feedback**

Providing timely and helpful feedback is a cornerstone of good teaching and learning. Whilst this may be more challenging with remote learning, staff will endeavour to provide regular feedback to children. Under normal circumstances, not all pieces of work are formally marked by staff and this would continue to be the case should our school move to remote learning. Staff are encouraged to set work that is designed to enable meaningful feedback. Through our learning platforms, they can assess children's understanding, deal with misconceptions, review their work and provide encouragement and suggestions for improvement.

## **ROLES AND RESPONSIBILITIES**

### **School staff**

Staff will be working their normal hours, either at home or in school. 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. Other staff will cover the member of staff who is unwell to ensure that activities are uploaded and shared with parents/carers. Staff will be expected to take regular breaks away from the computer or i-Pad. If they have any questions or concerns about remote learning, they should speak to the Head of School or Deputy Headteacher. The school's Child Protection Policy still applies to all interactions between children, staff and parents/carers. In that policy, there are specific requirements to which staff must adhere, whether they are at home, in the community or at school.

Teachers are responsible for:

### **Setting work:**

- Teaching and activities will be uploaded on Seesaw or Facebook.
- Key Stage 1 staff will provide live and pre-recorded teaching for an average of three hours each day. This will consist of phonics, English, mathematics, Religious Education, PSHE and foundation subjects. A daily story will be shared and parents/carers are encouraged to read with their child each day. Practical tasks which can be completed around the home will also be set.
- EYFS staff will provide activities to support the prime and specific areas of learning (Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World, Expressive Arts and Design). Tasks will be set which maximise everyday family experiences (e.g. counting the shoes by the front door, drawing their view from a window, etc.). In Reception, teachers will provide live daily teaching of phonics and mathematics. Children will also be given opportunities to practise early reading, writing and mathematical skills. Stories will be recorded by staff and parents/carers are also encouraged to read with their child each day.
- Where appropriate work will be differentiated to ensure that EAL and SEND children are able to access tasks.
- Instructions for completion of the work will be clear and activities should not always rely on a computer or device.
- Staff will be aware of their surroundings when recording lessons at home.

### **Responding to parents/carers and children:**

- Contact with parents/carers will be via Seesaw, Zoom, Facebook, email or telephone.
- Staff should not use a personal device that shares their personal contact details.

- Any work that is uploaded or sent to school should receive an acknowledgement and praise from a member of staff as soon as possible.
- Regular whole class virtual meetings will take place as appropriate.
- Class teachers will make regular telephone calls to the parents/carers of all of children in their class, if these children are not in school.

### **Attending virtual meetings with colleagues:**

- All staff will be required to take part in virtual meetings with colleagues.
- All staff will be required to undertake remote and/or online CPD.

### **Subject Leaders**

Alongside their teaching responsibilities, as outlined above, Subject Leaders may:

- consider whether any aspects of the curriculum need to change to accommodate remote learning;
- work with colleagues to ensure the work set in their subject is appropriate and consistent;
- monitor the work set in their subject;
- alert staff to resources they can use in their subject.

### **SEND**

The Inclusion Leader is responsible for coordinating provision for pupils with SEND across the school as set out within the school's SEND Policy. During a period of enforced school closure, the Inclusion Leader will continue to:

- maintain contact with SEND children and their families by email, telephone or Zoom calls and feed back to individual members of staff;
- support staff to adapt provision maps to ensure continuity of learning for children with SEND;
- ensure completion of necessary SEND paperwork and/or applications.

### **Senior Leadership Team (SLT)**

Alongside any teaching responsibilities, senior leaders are responsible for:

- coordinating the remote learning approach across the school;
- monitoring the effectiveness of the remote learning activities through contact with teachers and subject leaders and reviewing the work set;
- identifying which families have no access to the internet and problem-solving this;
- overseeing the on-going wellbeing and CPD of staff;

- responding to staff concerns about a lack of communication with families;
- monitoring the welfare of vulnerable families;
- keeping in regular contact with staff.

### **Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)**

In the event of a school closure, children, parents/carers and staff are reminded that the school's Child Protection Policy still applies to all interactions between pupils and staff. This outlines a specific code of conduct to which school staff must adhere, whether they are at home, in the community or at school. The responsibilities are identified within the school's Child Protection Policy.

#### **Children and parents/carers**

Staff will expect children to:

- make every effort to attend all live Zoom sessions;
- try their best to complete at least some of the activities provided on a daily basis;
- take part in physical activities every day;
- do some reading (or listen to some reading) every day;
- log on to their online accounts such as Bug Club and Purple Mash;
- seek help if they need it from an adult(s) at home or staff member through Seesaw or Zoom.

#### **Staff will expect parents/carers to:**

- support their child to the best of their ability, taking their own circumstances into account;
- help their child to log onto Zoom sessions and their online accounts;
- seek help from school if they need it;
- be respectful when making any complaints or concerns known to staff.

#### **Information Technology**

Staff are responsible for:

- resolving problems with systems used to set and collect work;
- helping staff and parents/carers with any technical issues;
- reviewing the security of remote learning systems and flagging any data protection breaches to the DPO;
- assisting children and parents/carers with internet or device access.

## **DATA PROTECTION**

### **Accessing personal data**

When accessing personal data for remote learning purposes, all staff will immediately delete it from devices that have been used. Personal data will not be kept on paper so that there is limited risk of loss. Personal data will be transferred by encrypted school email only.

### **Processing personal data**

Staff may need to collect and/or share personal data (e.g. email addresses) as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and share as little personal data as possible online.

### **Keeping devices secure**

Staff will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- keeping the device password-protected with strong passwords (at least 8 characters, with a combination of upper- and lower-case letters, numbers and special characters);
- 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 and friends;
- installing antivirus and anti-spyware software;
- keeping operating systems up to date (always install the latest updates).

### **Governing Body**

The Governing Body is responsible for:

- supporting staff well-being;
- monitoring the school's approach to providing remote learning ensuring high quality education;
- directing parents/carers with queries and questions to the School Office.

### **Food provision**

The school will support parents/carers to access any additional support they may need, including food banks. Vouchers, food parcels or packed lunches will be provided to families who are entitled to Free School Meals.

This policy has taken relevant legislation and statutory guidance into account. It needs to be read in association with the following school policies:

- Behaviour
- Child Protection
- Data Protection
- E-Safety
- SEND
- Keeping Children Safe in Education

## Appendix 1

Rules when using Zoom.

 sit against a blank backdrop	 suitably dressed	 mute sound when asked	 raise hand if you have a problem
<h1>Rules for Zoom</h1>			
 don't change your name	 don't message other people	 don't draw on the screen	 40 minutes