	Remote Learning Policy

Our Mission Statement

Our mission is to provide the highest quality education for every child entrusted to our care within a framework of Christian values, positive attitudes and caring citizenship so that each child can develop a love of learning and achieve his or her potential.

1. Rationale

All Saints Primary School is committed to providing continuity of education for all our children in the event of a full or partial closure of the school or the short term absence of an individual child. This will be achieved primarily through the use of online learning platforms. **(See Appendix 1 - Remote learning contingency plan)**

Extensive remote learning would apply particularly in a situation in which the school is fully or partially closed for an extended period of time, or a child is unable to attend school for an extended period of time – and assumes that the child/ren and teachers are healthy and able to work as normal from home.

Our on line learning platforms will also be the primary vehicle for sharing normal weekly homework in order to promote a high level of pupil engagement and familiarity with the platforms and in case school needs to activate the remote learning contingency plan.

This policy does not normally apply in the event of short-term school closures e.g. as a result of inclement weather or a short-term student absence due to illness. Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming students are able to complete school work at home.

This policy does not apply during weekends or normal school holidays.

2. Aims

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

3. Remote learning arrangements for individual students

Assuming the child in question is confirmed by the parent as healthy enough to work, the school will provide work to be completed at home. If this occurs for an individual child, the collation of work and communication with the parent will be coordinated and led by the child's class teacher. The work in this instance will be not be in the form of live lessons, but work set through our online learning platforms.

Under these circumstances, home learning provision for each stage of learning is as follows:

3.1 Nursery, Reception and Year 1 Classes for individual students

Online learning platform: Tapestry. All parents have user accounts on this platform.

Volume of work for a week:

- 1 Wellbeing focus;
- 1 Physical Development idea;
- 1 Phonics Lesson with follow up activities;
- 1 weekly Maths focus with suggested follow up activities;
- And an Understanding of the World activity.

Providing feedback on work completed:

- Teachers will access children' completed work via the online platforms; Tapestry
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
  - a comment that identifies next steps for the child to extend their learning further.
- Feedback on work needs to have been given within a week of it being submitted.

3.2 Years 2-3 for individual students

Online learning platform: Class dojo. This may be linked to other websites, eg LBQ or flash academy. As far as possible, the work set will match the work being done in class for the children who are in school.

Volume of work for a week:

- 2 phonic activities;
- 2 English/ Reading activities
- 3 Maths activities
- 1 Topic or Science activity;

Providing feedback on work completed:

- Teachers will access children' completed work via the online platforms.
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
  - a comment that identifies next steps for the child to extend their learning further.
  - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. "I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story." or "Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done"
  - if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work. If there has been specific dialogue in the week regarding a particular question which the child has gone on to get correct, staff may feel they want to praise the child but think this should be on a case by case basis.
- Feedback on work will be provided within a week of it being submitted.

3.3 Years 4-6 for individual students

Online learning platform: Class dojo. This may be linked to other websites, eg LBQ or flash academy. As far as possible, the work set will match the work being done in class for the children who are in school.

Volume of work for a week:

- 3 English/ Reading activities

- 3 Maths activities
- 1 Topic or Science activity;
- 1 other subject, eg RE, Computing or PSHE
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Providing feedback on work completed:

- Teachers will access children' completed work via the online platforms; Showbie
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
  - a comment that identifies next steps for the child to extend their learning further.
  - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. "I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story." or "Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done"
  - if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work. If there has been specific dialogue in the week regarding a particular question which the child has gone on to get correct, staff may feel they want to praise the child but think this should be on a case by case basis.
- Feedback on work will be provided within a week of it being submitted.

4. Remote learning arrangements in the event of extended school closure.

In this event, we will be teaching live lessons via zoom. The lessons will all be recorded and uploaded onto the school youtube channel for children who miss them, or need to rewatch them. See Appendix 2 for online safety measures.

If the class teacher is ill and unable to set work or teach live, the children will be sent a paper based learning pack, which will need returning to school when the child returns.

4.1 Nursery, Reception and Year 1 Classes for a whole class

Online learning platform: Zoom, with resources shared on Tapestry.

Volume of work for a week:

Lessons / stories will be shared 4 times a day by the class teacher / support staff, and support for learning if needed will be available throughout the school day if requested via the online learning platform.

- 1 Wellbeing focus;
- 1 Physical Development idea;
- 4 Phonics inputs via video and 1 phonics activity;
- 4 Maths inputs via video and 1 maths activity;
- and an Understanding of the World activity.

Providing feedback on work completed:

- Teachers will access children' completed work via the online platforms; Tapestry
- Feedback can be given individually through the platform. Feedback may consist of:
  - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
  - a comment that identifies next steps for the child to extend their learning further.
- Feedback on work needs to have been given within a week of it being submitted.

Years 2-6 for a whole class

Online learning platform: Zoom, with resources shared on class dojo.

Volume of work for a week:

Lessons will be live 4 times a day from the class teacher and support for learning if needed will be available throughout the school day if requested via the online learning platform. Support staff will also deliver phonics activities or hear children read.

- 5 English lessons;
- 5 Maths lessons;
- 5 phonics / spelling and grammar lessons;
- 3 Topic, RE or Science lessons;
- 1 PSHE lesson

- Some of these lessons may be links to online learning activities such as TT rockstars or flash academy.

Providing feedback on work completed:

- Children will upload or photograph completed work and share it with the teacher via class dojo.
- Feedback can be given individually through the platform. Feedback may consist of:
    - an individual general comment, for example, if a child had found something particularly challenging and you had offered support with the task. "I'm pleased to see that you were able to complete the task using the clue I gave you."
    - a comment that identifies next steps for the child to extend their learning further.
    - individual feedback for a piece of longer written work or if a child has gone above and beyond to produce an exceptional piece of work. The comment may acknowledge something specific that has been achieved or completed. "I really like the way you have described the actions of your character. As a reader I could tell that they were sad at the beginning but very happy at the end of the story." or "Wow! You must have done a lot of extra research about the Vikings to be able to complete this informative poster about them and the way you have presented it makes the information very clear. Well done"
    - if an answer sheet has been provided, there is no expectation for staff to mark or comment on this work. If there has been specific dialogue in the week regarding a particular question which the child has gone on to get correct, staff may feel they want to praise the child but think this should be on a case by case basis.
- Feedback on work will be provided within a week of it being submitted.

For those children (Early Years to Year 6) who have been identified as having no access to IT and internet at home, school will endeavour to provide devices. Where this is not possible, or the family are unwilling, teachers will prepare a pack of learning that can be sent home for the child. This MUST be completed by the child. School will make phonecalls to any families who are not accessing any form of remote learning.

In the event of full or partial closure, teachers and support staff must be available between 9.00am and 3.30pm each day. 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.

5. Specific roles and responsibilities

5.1 Keeping in touch with children and parents

- Contact with parents or children should only be made via our agreed school communication systems:
    - School phone line

    - School email addresses
    - Parentapp texting service and school app
    - Tapestry online platform
    - Classdojo online platform
    - Zoom lessons, through the school account.
- Any emails or messages sent by parents or children should only be responded to within normal school hours (8:30-4.30pm). There is an expectation that any emails or messages received before 2pm will be responded to the same working day. Emails or messages received after 2pm may be responded to the same working day, or the following working day.
- Messages giving children feedback on their work can be completed at a time that is convenient to the staff member but must be completed by Monday of the following week at the latest.
- Any safeguarding complaints or concerns should be shared with the Head teacher, or Deputy Head.
- If children are not engaging with the learning, this should be brought to the attention of the Head teacher and actions will be agreed.

5.2 Teachers and Support staff

- Teachers and support staff will continue to set work and to work directly with children throughout any absence related to school closures or restriction to school access
- Staff will be available between the hours of 9am and 3:30pm every day
- If staff are ill and unable to set work, they will communicate this to the SLT in the usual way
- When staff are using videos to communicate with parents and/or children, they should be using Zoom and uploading to Youtube, following the school's online safety guidance. ALL lessons and other meetings must be recorded for safeguarding purposes. 1:1 lessons won't be shared to youtube but will be recorded and retained
- Teachers should dress appropriately when making a video to share with parents and/or children.
- Teachers should consider the location used for the recording of any video (e.g. avoid areas with background noise, nothing inappropriate in the background). They may wish to use a virtual background.

5.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring that teachers and support staff have devices to support home learning

- Ensuring that staff who have their own childcare responsibilities can work flexibly throughout the day
- Coordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through weekly virtual staff meetings with teachers and a parental questionnaire.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Arranging for paper packs of home learning to be provided for those children who have no internet or IT access.

5.4 Designated safeguarding lead

- DSL responsibilities can be found in the Child Protection Policy.

5.5 Children and parents

Staff can expect children to:

- Follow the acceptable user agreement (see appendix 2)
- Be contactable during the school day
- Complete work to any deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work
- Follow the normal behaviour rules during live lessons
- NOT to screengrab or record any part of the lesson

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Support their child's behaviour
- Be respectful when making any complaints or concerns known to staff

5.6 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 systems are appropriately secure, for both data protection and safeguarding reasons

6. Who to contact

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

- Issues in setting work – subject leads/ phase leads/ SENCO
- Issues with IT – Computing lead
- Issues with their own workload or wellbeing – Phase leads/ Head teacher/ Deputy Head teacher
- Concerns about data protection – Head teacher/ Data Protection Officer
- Concerns about safeguarding – DSL and deputy DSLs

7. Data protection

7.1 Accessing personal data

When accessing personal data, all staff members will:

- Only use the server in your IT network either on site or using remote access through Bolton365
- Only use devices provided by school, such as laptops. Staff should not be using personal devices to access data.

7.2 Sharing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

7.3 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)
- Use multi-factor authentication wherever possible
- 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 update
- Using school accounts for zoom and other platforms
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8. Safeguarding

Please refer to the Child Protection Policy for details.

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CONTINGENCY PLAN FOR REMOTE LEARNING

In the event of a school closure, all classes will have live lessons via zoom. If your child is in Nursery, Reception or Y1, work will be uploaded to Tapestry and for children in Years 2 to 6 work will be uploaded to Class dojo.

If a child receives 1:1 support and they are not able to attend school for an extended period of time, a more bespoke programme of support will be set up. This may include communication from the child's 1:1 support worker. The child will usually be expected to still complete the learning set for them.

If a child does not have access to technology at home and are unable to access the online platforms alternative arrangements will be made by either accessing the government IT fund to secure technology for the child to use at home or by providing the child with paper based learning.

APPENDIX 2

All Saints Online safety and acceptable use policy

Zoom Lessons
These are the steps that we have put in place to safeguard both the staff and the children during Zoom lessons:

- School have purchased a school account and given teachers access
- All lessons have encrypted invites, unique meeting IDs and secure passwords
- Zoom lessons will all be recorded and kept / shared to the school youtube channel. They will be deleted at the end of every month.
- The teacher (as host) has full control over the lesson
- Only the teacher can share their screen

- When joining a Zoom lesson your child will be placed in the waiting room until their teacher accepts them into the meeting
- All zoom lessons will be locked to new participants after 5 minutes so please be on time for your lesson
- If necessary, the teacher can remotely remove a child from a live lesson if there is inappropriate behaviour
- Children will not share their full name when they join the lesson – 1st name or initials only
- Children will mute themselves once they have joined the lesson, if the lesson is being shared on the youtube channel. They will turn their cameras off if they are not to appear on the recording.

Zoom Acceptable Use Agreement

- Children should be suitably dressed at all times and be in ear-shot of a parent/carer
- Children should ideally be able to complete their lesson in a room where they can concentrate without distractions
- Parents/carers should be mindful that 'background noise' including their own conversations, is picked up on the child's mic for everyone to clearly hear
- Children should follow the same behaviour expectations that we have in school. This includes putting your hand up to ask or answer a question
- Recording of the sessions in any way is prohibited

Consent Form
Pupil's Name: _____ Class_____

I consent to my child participating in the school's Online Teaching sessions ☐
I consent to the recordings of lessons being uploaded to the school youtube channel. I understand that my child should keep their camera off if they do not want to appear. ☐
I have read and agree to all the terms set out above.
I understand the expectations for my child's behaviour and I will support the school by helping my child to adhere to these expectations
I will ensure that no attempt to video / screenshot the lesson is made.
I agree to raise any concerns regarding children's safety and well-being with the school

Signed: _____