Remote Learning Policy
Holywell C of E Primary School

Flowing, Strengthening, Deepening

Approved by:	FGB	**Date:** 15/11/22
Last reviewed on:	September 21	
Next review due by:	November 23	

Rational

Government guidance makes it clear that schools are required to have in place contingency plans to provide remote learning to students in the event that guidance necessitates the closure, or partial closure of schools, and for those individual students who have been required to self-isolate.

It is not the intention that this policy would apply in the event of other short-term school closures, such as those that might be caused by inclement weather. Additionally, there is no obligation for the school to provide remote learning for those who are absent from school in contravention to school or government guidance.

Aims

The aim of this policy is to set out:

- The scenarios under which remote learning might occur
- Our curriculum offer under a remote learning situation
- The expectations of school staff
- The expectations of learners
- The support for children with SEND
- The pastoral support for staff and families

Scenarios

A move from face-to-face to remote learning is possible under the following scenarios:

1. Individual class(es) are required to isolate at home
2. The whole school is given notice to close

In the event that individual children are required to self-isolate. Individual learning packs will be sent out to children via email from the school office. In the event that the child/children in question do not have access to suitable technology, a pack will be delivered.

Curriculum Offer

To ensure the continuity of education for the children, the school's intention is to ensure that our remote learning offer is consistent with the core learning usually provided in school. This would consist of the following:

1. A daily mathematics lesson
2. A daily English lesson
3. A daily foundation subject lesson
4. A daily arithmetic task (KS2)/daily phonics lesson (KS1)

For remote learning, we would make use of the following resources:

1. The Oak National Academy to support English
2. White Rose Maths Hub to support mathematics
3. Our own foundation subject curriculum slides and resources

The school would make use of Microsoft Teams (teams.microsoft.com) as the primary platform to deliver remote learning. Lesson slides, accompanying resources and worksheets would be uploaded to Teams for children to access at home. Work completed by the children would either be uploaded to Teams (if completed electronically), or pictures taken and uploaded to share with class teachers. Individual work would be commented on by class teachers and feedback provided. Twice daily video 'workshops' would be accessible by parents/children so that class teachers could provide support with learning tasks as required, along with a daily, live class story time.

The number of children without access to appropriate internet-enabled devices at Holywell is low, however for those children for whom access to technology is an issue, the school would endeavor to provide appropriate devices should we be in a position to do so. If this is not possible, the same provision would be provided in manual form and delivered to homes on a weekly basis, upon which the previous week's work would be collected and then marked to be returned with the next week's provision.

There is not the expectation that staff will deliver live video lessons to children. We recognise that many of our children come from households in which both parents work, and the parents would therefore by juggling remote learning alongside working from home. We feel that uploading work to be completed on a weekly basis provides flexibility to parents to complete the work as and when time allows, rather than requiring them to be available for live-streamed lessons. The daily video workshops ensures that appropriate support is in place should children or parents require.

Expectations of School Staff

Class teachers would be required to ensure that the appropriate daily maths, English, foundation subject and arithmetic lessons are uploaded to Teams on a weekly basis. Teachers will use their best endeavours to ensure that lesson slides, resources and worksheets are edited to ensure that they are accessible to families without teacher input to children. Work for the week would be uploaded on Friday for the following week. Where required for individual children, lesson slides, resources and worksheets would be printed to create 'packs' to be delivered home to those children unable to access remote learning online.

On a daily basis, class teachers would be required to make themselves available between the hours of 10.30-11.30; 13.30 – 14.30 and 14.40 – 15.00 for video workshops and story times. Class teachers would be required to do this from home and would ensure that an appropriate backdrop, such as a bare wall, is in place. Video workshops would need to be recorded via Microsoft Teams and stored centrally on the school server.

Class teachers would be expected to regularly check the children's online folders, at least twice daily, and provide comments and feedback to any uploaded content.

If the situation were to arise that a member of school staff were ill and unable to provide remote learning for their classes, a member of the SLT would ensure that this is done for them to provide continuous education for the children.

Support for Children with SEND

The vast majority of children would access the general provision made available to classes. . However, class teachers would tailor work to ensure that those children who need additional support to access learning in class, have similar scaffolds to help them with remote learning . For the small number of children with an EHCP, the school would use best endeavours to provide personalised work as well as the full provision of the child's EHCP, where it can be delivered remotely or by parents at home.

The teaching assistants offering 1:1 support to the children would be expected to coordinate this by liaising with class teachers, and this would be offered through Microsoft Teams, or if this is not possible, via remote packs and the loaning of physical equipment.

Teaching assistants employed on a general basis would be expected to make themselves available for work during their normal working hours, should they be requested to do so, and on the basis that they are not shielding, or otherwise unable to work.

Pastoral Support for Staff and Families

Families will be encouraged to contact either the head teacher, Assistant Head teacher or pastoral support work should pastoral be support be required at any time. The head, deputy or pastoral support work would endeavor to be a listening ear, and signpost appropriate support resources.

The school would be proactive in regularly maintaining contact with any families deemed to be 'vulnerable' such as those with social worker, EHCP or Child Protection Plan. This would be done weekly in the first instance, but more regularly should the need for this become apparent.

Safeguarding and GDPR

In the event that a member of school staff was to become aware of safeguarding concern relating to a member of our school community, the normal safeguarding procedures would apply.

Microsoft Teams makes use of Microsoft's cloud-based storage platforms, which are fully compliant with GDPR. In the event of a switch to remote learning, school staff would be briefed on ensuring that remote learning is delivered in a way that is consistent with GDPR best practice and maintains confidentially of student's data. This will include making sure that remote learning is not delivered in public places, and is done so using a secure internet connection and school laptops.