	Robertswood School **Remote Learning Policy**

Introduction

Remote learning will be conducted using a variety of platforms depending on the nature of the absence. In the case of bubble lockdown or school closure, for example, Microsoft Teams will be used by teachers to communicate with families in order to schedule learning in a manner that does not overwhelm our children.

Teaching and learning can be tailored, changed and updated as time progresses, allowing for the replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

Where needed, remote education will be high-quality, safe and align as closely as possible with in-school provision. All schools are, therefore, expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so they make good progress.

Aims

This remote learning policy aims to:

❖ Ensure consistency in the school's approach to remote learning

❖ Set out expectations for members of the school community with regards to remote learning

❖ Provide appropriate guidelines for data protection

Flexibility of Learning

In our planning and expectations, we are aware of the need for flexibility from all sides: -
- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should;
- an understanding of, and willingness to adapt to, these difficulties on all sides is essential for success.

Our approach and expectations

We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, limited deadlines will be set. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered as optional. Stakeholders should consider the arrangements as set out in this document as highly recommended.

Teaching Staff will: -
- Plan and share learning and activities with their class through Microsoft Teams;
- Continue teaching in line with current, extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Keep in contact with children through Microsoft Teams and telephone calls where/if necessary;
- Within normal working hours reply to messages, set work and give feedback on specified activities each week;
- Work with colleagues from across the school to ensure that online sessions are timed to support families with siblings across the school;
- Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure will affect families in a number of ways;
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development;
- If unwell themselves, be covered by another staff member for the sharing of activities.
- Follow up of messages on Microsoft Teams during this time will not be undertaken until the teacher is fit to work.

Children will: -
- Be assured that wellbeing is at the forefront of our thoughts and the need for children to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative;
- Be dressed and ready for any online sessions offered by staff where applicable

Parents will: -
- Support their child's learning to the best of their ability and regularly hear their child read;
- Encourage their child to access and engage with the Microsoft Teams posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of Microsoft Teams;
- Know they can continue to contact their class teacher as normal through Microsoft Teams if they require support;
- Check their child's completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax.

N.B. In compliance with Copyright Law and regulations governing the use of photocopiable
Materials, parents must note that resources are for viewing online only on our secure class teams.
They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

The Learning Offer

- Teachers will use Microsoft Teams to push out details regarding learning activities for children alongside videoed explanations and introductions, support materials and links;
- Parents/children can request support with set learning activities via Microsoft Teams;

- Parents/children can send in the selected pieces of work requested by the teacher so that they can provide feedback;
- Songs, rhymes and opportunities to talk should be maximised;
- Practical activities such as baking, painting and craftwork should also be undertaken.

Children will also have access to the RM Maths, My Maths system and Reading Eggs.

Copies of learning packs will be made available to families who require a hard copy. These will be posted, delivered or can be collected by prior arrangement.

The different stages of provision

Stage Number	Description of situation	Summary of provision
1	Individuals isolate due to health issue, individual illness or requirement due to contact rules	**Nursery curriculum (school working day 2 of isolation)** Parents will be provided with a set of 'Learning at Home Together' cards. These will provide a range of simple, fun activities which can be easily recreated at home. All resource cards will have a strong element of communication and language and contain focus vocabulary to support parents with interactions. **School / pupil contact** Teacher to contact parent within first school week of pupil absence and once in each subsequent week. **Reception curriculum (school working day 2 of isolation)** Parents are directed to the Oak NA daily 'Schedule' lessons for their year group. Children are encouraged to start on the Monday irrespective of when they went into isolation or received communication to follow the daily schedule. Children in Reception will be encouraged to focus on phonics – a link relevant to that week will be communicated with parents. **School / pupil contact** Teacher to contact parent within first school week of pupil absence and once in each subsequent week. **KS 1 & 2 curriculum (school working day 2 of isolation)** Parents are directed to the Oak NA daily 'Schedule' lessons for their year group. Children are encouraged to start on the Monday irrespective of when they went into isolation or received communication to follow the daily schedule. **Upload and feedback** Work that is completed can be sent into school once children return from isolation.
2	Year group bubble isolation period.	**Nursery curriculum and feedback** Two areas per day and communication via pre-recorded video and e-mail for queries. Blend of uploaded files and instructions and pre-recorded interaction explaining work. **Upload and feedback** Children asked, where possible, to upload work regularly. Teacher to provide feedback on 1 piece per week (more if time allows). **School / pupil contact** • Daily pre-recorded conversations explaining the day's content starting day 2.

		• Teachers will be available for guidance over the 'chat' facility up until 3p.m.
		Reception curriculum and feedback Three areas per day and communication via pre-recorded video and e-mail for queries. Blend of uploaded files and instructions and pre-recorded interaction explaining work. **Upload and feedback** Children asked, where possible, to upload work regularly. Teacher to provide feedback on 1 piece per week (more if time allows). **School / pupil contact** • Daily pre-recorded conversations explaining the day's content starting day 2. • Teachers will be available for guidance over the 'chat' facility up until 3p.m. **KS 1 & 2 Curriculum** Three subjects per day and communication via Microsoft Teams. English, Maths and another subject. Blend of uploaded files and instructions pointing to Oak National for English and White Rose for Maths completing work from the 'current week' and associated worksheets which can be found on 'teams'. **Upload and feedback** Children asked, where possible, to upload work daily. Teacher to feedback on 2 pieces per week (more if time allows), prioritising some pieces for more detailed feedback and others for acknowledgement of effort and achievement. English to be uploaded at the end of the week so that more detailed feedback can be given. **School / pupil contact** • Daily pre-recorded conversations explaining the day's content starting day 2. • Children complete three tasks per day - English, Maths and the 'other' subject (starting at 9.30a.m., 11a.m. and 1 p.m.) • Teachers will be available for guidance over the 'chat' facility up until 3p.m.
3	School closed to all year groups. Skeleton provision in place for priority groups.	**Nursery curriculum and feedback** Two areas per day and communication via pre-recorded video and e-mail for queries. Blend of uploaded files and instructions and pre-recorded interaction explaining work. **Upload and feedback** Children asked, where possible, to upload work regularly. Teacher to provide feedback on 1 piece per week (more if time allows). **School / pupil contact** • Daily pre-recorded conversations explaining the day's content starting day 2. • Teachers will be available for guidance over the 'chat' facility up until 3p.m. if they are not part of the skeleton team.

		Reception curriculum and feedback Three areas per day and communication via pre-recorded video and e-mail for queries. Blend of uploaded files and instructions and pre-recorded interaction explaining work. **Upload and feedback** Children asked, where possible, to upload work regularly. Teacher to provide feedback on 1 piece per week (more if time allows). **School / pupil contact** - Daily pre-recorded conversations explaining the day's content starting day 2. - Teachers will be available for guidance over the 'chat' facility up until 3p.m. <u>if they are not</u> part of the skeleton team. **KS 1 & 2 Curriculum** Three subjects per day and communication via Microsoft Teams; English, Maths and another subject. Blend of uploaded files and instructions pointing to Oak National for English and White Rose for Maths completing work from the 'current week' and associated worksheets which can be found on 'Teams'. **Upload and feedback** Children asked, where possible, to upload work daily. Teacher to feedback on work 'handed in' and 'returned' to pupils. **School / pupil contact** - A blend of Robertswood generated and external generated videos / explanations for at least two subjects. - Children complete three tasks per day - English, Maths and the 'other' subject (starting, as an example, at 9.30a.m., 11a.m. and 1 p.m.). - Teachers will be available for guidance over the 'chat' facility up until 3p.m. <u>if they are not</u> part of the skeleton team. 4.30p.m. will be the cut-off for 'returning' work that has been 'handed in' but teachers will continue to look back on previous day's submissions on the subsequent morning.

The role of teachers

Teachers will work in their year group teams to plan, set and mark pupils' work completed remotely, in line with their normal working commitments and timetable. Feedback should be encouraging but developmental in nature, considering that home circumstances may be challenging, parental support may be limited due to work commitments, and the child may be struggling academically or emotionally while not attending school. Teachers will communicate with children in classes, groups or individually in line with the situation using Microsoft Teams, Zoom or individual phone calls. Real time contact with pupils will be in line with the school agreement during specific times of school or 'bubble' absence.

Teachers monitor pupil engagement through the day and where there is a pattern on non-engagement, calls will be put into parents to discuss any issues and support that can be provided including the idea of access to technology (see below).

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We can laptops to pupils in year 3 and above
- Where internet connection is an issue, we can issue data to families of any aged child to access remote learning.
- Photocopy packs of work if none of the above is suitable.

Timelines

The school has clear timelines for uploading and revealing of work, submitting of any pupil tasks for feedback and receipt of that feedback from teachers. Timelines are made clear to parents, according to the situation. Parents and carers may, from time to time, email the teacher or send a message via Microsoft Teams regarding an activity or aspect of their child's curriculum. Teachers will reply to any parent communications as soon as possible and always within 2 school days of receipt. Teachers will only communicate directly with parents during working hours (9am-3pm weekdays during term time).

Safeguarding

Whilst children are being educated at home during the COVID-19 outbreak, the safeguarding of pupils and teachers is paramount. Our Child Protection Framework Policy is available and is now in line with Keeping Children Safe in Education September 2020.

Teachers can refer to guidance from the following documents to ensure theirs and their pupils safety:

● Advice from the NSPCC (https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely)

● Guidance from the UK Safer Internet Centre (https://swgfl.org.uk/resources/safe-remote-learning/) CSPA emphasises the importance of a safe online environment and encourages parents and carers to set age-appropriate parental controls on devices and use internet filters.

The following guidance is recommended to parents: https://www.saferinternet.org.uk/advice-centre/parents-and-carers   https://www.nspcc.org.uk/keeping-children-safe/online-safety/ https://www.thinkuknow.co.uk/parents/

Enrichment

During a period of full school closure, the school will seek to communicate links to any websites, activities or competitions which might be of interest to families. Twitter will be used to celebrate any extra-curricular successes, to encourage activity and individual motivation.

Pupil wellbeing

Any teacher who has concerns about a child will liaise with the DSL or another member of SLT. Any safeguarding concerns must immediately be reported to the Deputy Headteacher (DSL) or Deputy Headteacher (DDSL) either in person or by phone.

Data Protection

Although education is now having to take place remotely, we will ensure that teachers, pupils and parents maintain professional practice. When communicating online with parents and pupils, we should:

❖ Communicate within school hours as much as possible

❖ Communicate through the school channels approved by the senior leadership team

❖ Use school emails accounts - not personal ones

We continue to follow the guidance outlined in the data protection: toolkit for schools when managing personal data and consider the following:

❖ Taking care not to share contact details when emailing multiple people

❖ Being careful when sharing usernames and other personal data for access to online resources (use of admin accounts in Microsoft Teams to avoid the sharing of such personal data)

❖ Providing any necessary access to school data systems safely. 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 function as a school and doesn't require explicit permissions. Staff are reminded to collect and/or share as little personal data as possible online. All staff members will take appropriate steps to ensure their devices remain secure, including:

- Keeping the device password-protected with a strong password (i.e. at least 8 characters, combination of lower- and upper-case letters and special characters)
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.
- Keeping operating systems up to date - always installing the latest updates