Carlisle & Hampton Hill Federation

REMOTE LEARNING POLICY

This policy was reviewed:	Autumn 2022
This policy was ratified by Full Governing Body (if applicable):	
This policy will be reviewed again:	Autumn 2024
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	No

Statement of intent

At Carlisle Infant School and Hampton Hill Junior School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

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

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil 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 pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

How will my child access any online remote education you are providing?	At Carlisle Infant School, we use Google Classroom as a platform for displaying the work set by teachers. The school's Senior Leadership Team and teachers will use the data from Google Classroom to support the monitoring of those pupils who are not accessing home learning and will contact those families directly to offer further support. In the event of partial/full school closure, teachers will use Google Meets to host live lessons with small groups of children at a time.
What should my child expect from immediate remote education in the first day or two of pupils being sent home?	During the first few days of remote education (particularly where individual pupils are self-isolating), the teachers in your child's year group will provide children with activities which compliment key skills your child needs to know within their year group. Teachers will not be providing recorded lesson inputs should individuals be absent from school due to self-isolation.
Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?	At Carlisle Infant School we recognise that our pupils, (who are aged between 4 and 7) often learn best when active and engaged in purposeful play and interactive exploration. This has proved challenging to communicate and execute when not in the school environment. The teachers will provide daily learning opportunities, from different areas of their broad and balanced curriculum, matched to the planned learning objectives to be taught, which will be likely to include: - Daily phonics, maths, reading and writing tasks - Powerpoint slides which guide children through the lesson structure (with teacher commentary where appropriate) - Video lessons – produced by White Rose Maths/Oak Academy (KS1) - Links to websites to further develop learning (e.g. Mathletics, BugClub, Spelling Shed, YouTube etc.) - Activity descriptions which encourage pupils to work creatively and independently - Writing stimuli - Reading (including follow up tasks) - Worksheets - Quizzes (as a future planning and assessment tool) - Practical age-related investigations/challenges for children to engage with parental support - In the event of partial/full school closure, we will reinstate 'virtual' live interactions led by the teacher – once weekly in small groups When teaching pupils who are working remotely, teachers will: •Set assignments so that pupils have meaningful and ambitious work each day. •Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally and matches the content of the lessons that are being, or would have been, taught in school. •Provide frequent, clear explanations of new content through high-quality curriculum resources, including through posting pre-recorded educational videos. •Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked. •Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

	•Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including feedback from teachers. All provisions for remote learning will be subject to the class group's age, ability and/or any SEND. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Head Teacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
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 (Reception)** **Approximately 2 hours** **Key Stage 1 (Years 1 and 2)** **Approximately 3 hours** Pupils should be present for remote learning from Monday to Friday, with an expectation that the work set will be completed within these days. Regular breaks and a lunchtime are encouraged throughout the day. Pupils are not expected to do schoolwork during their breaks and lunchtime. Pupils with SEND or additional medical conditions may require more regular breaks Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Parents will inform their child's teacher via email to info@carlisle.richmond.sch.uk no later than 8:30am if their child is unwell. The school will monitor absence and lateness in line with the guidance from the Education Welfare service.
How will you maintain contact with my child during self-isolation or bubble/school closure?	During a period of partial/full school closure, the class teacher will aim to contact pupils at least once per week. For safeguarding purposes, the teacher will only conduct a 'virtual' live lesson with two or more pupils and the timing of this will depend on commitments during the school day (i.e. If children are still in school, a virtual lesson may have to take place after the typical school day ends) Should there only be a single pupil self-isolating from their class for more than 10 days, the teacher will contact the child via telephone call where the parent/carer will be asked to use the 'loudspeaker' function.
If my child does not have digital or online access at home, how will you support them to access remote education?	We will primarily upload paper-based activities as PDFs to support those families using tablets/phones to view the learning exercises. For families who share they do not have technology available for the children to access during school hours (including a printer), we will offer to print packs of related learning for the children to access. Should a pupil be isolating for 10 days or more, these pupils will receive weekly calls from either the class teacher or a year group teaching assistant in order to offer feedback for the work produced.
How will you check whether my child is engaging with their work and how will I be informed if there are concerns?	Feedback to pupils on their strengths and areas for development in their work is a fundamental part of our day to day practice at Carlisle. We will utilise the 'stream' feature of Google Classroom for group feedback on work that has been returned and overall communication between teachers and learners. Specific feedback on examples of work will be marked using the 'Private Comments' feature by the class teacher. Feedback on work will also feature as part of the regular Google Meet conversation between teacher and pupils.

How will you work with me to help my child who needs additional support from adults at home to access remote education?	We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils.
	We will ensure that we maintain regular contact with these pupils and their families and seek feedback on how well children are coping with the activities provided and make adjustments accordingly.
	Organise and offer virtual interventions to ensure pupils make satisfactory progress against their individualised targets.
	Where possible, suggest activities to be completed at home to continue to develop skills and foci identified at school that will enable such children to meet their full potential.

Carlisle Infant School   Google Meet
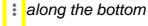**OUR FUNDAMENTAL 5**

In the event of partial/full school closure we will resume the use of 'Google Meets' for our school assemblies and children's weekly meetings with their teacher.

We have outlined our **'Fundamental 5' expectations** for these to be as successful and safe as possible for all of the children and staff in our school.

	Computers should be used in **appropriate areas** or use a **virtual background** if this is not possible. *To change the background on Google Meet, look for the **menu** ⋮ along the bottom bar (three vertical lines) and choose* ☺ Change background *You should then have a range of backgrounds to select.*
	Please ensure all participants and those in your home are **appropriately dressed** if there is any chance they will come into view on the screen.
	Language used by adults and children should be professional and appropriate for a school setting. Please ensure that all people in the background are aware of the virtual meeting and cannot be heard by others in the computer. Please also ensure that televisions or gaming devices are turned down or are in a different room to the computer.
	Consent is required by <u>ALL PARTICIPANTS</u> to **record** meetings. This has not been sought and therefore these meetings must **NOT BE RECORDED** by participants at home.
	During our school assemblies, please ensure your microphones are on mute unless the children are asked otherwise. With regret, we may have to remove your child from the assembly if they keep unmuting themselves and interrupting as this can disrupt the assembly for all the other participants.

Proposed plan for **Remote Learning** as a result of self-isolation or bubble/school closure due to Covid-19.

Platform for remote learning	At HHJS, we plan to use Google Classroom as a platform for displaying the work set by teachers. The school's Senior Leadership Team and teachers will use the data from Google Classroom to support the monitoring of those pupils who are not accessing home learning and will contact those families directly to offer further support. Teachers will use Google Meets to host live lessons with small groups of children at a time.
Remote learning activities and teaching methods	At HHJS we recognise that our pupils often learn best when engaged in purposeful and interactive exploration. This has proved challenging to communicate and execute when not in the school environment. The teachers will provide daily learning opportunities, from different areas of their broad and balanced curriculum, matched to the planned learning objectives to be taught, which will be likely to include: • Daily maths, reading and writing tasks • Powerpoint slides which guide children through the lesson structure (with teacher commentary where appropriate) • Video links – such as White Rose Maths/Oak Academy (KS2) • Links to websites to further develop learning (e.g. Mathletics, ReadTheory, Spelling Shed, Timetables Rockstars) • Activity descriptions which encourage pupils to work creatively and independently • Writing stimuli • Reading opportunities • Worksheets • Quizzes • Face to Face live teacher contact – in small groups • Practical age-related investigations/challenges for children to engage with
Contact with pupils during self-isolation or bubble/school closure	During a period of self-isolation or school closure, the class teacher will aim to contact pupils at least once per week. For safeguarding purposes, the teacher will only conduct a 'virtual' live lesson with two or more pupils and the timing of this will depend on commitments during the school day. Should there only be a single pupil self-isolating from their class, the teacher will contact the child via telephone call where the parent/carer will be asked to use the 'loudspeaker' function.
Support for families without access to necessary technology	We recently sent out a survey to parents seeking feedback to determine the access pupils would have at home to the necessary technology in order to successfully complete the planned work during self-isolation or bubble/school closure. We will use this data to enable us to adjust what is offered to these pupils. We will primarily upload paper-based activities as PDFs to support those families using tablets/phones to view the learning exercises. For families who do not have technology available for the children to access during school hours (including a printer), we will offer to print packs of related learning for the children to access. These pupils will receive feedback for the work produced.

Feedback to pupils	Feedback to pupils on their strengths and areas for development in their work is a fundamental part of our practice. We will utilise the 'stream' feature of Google Classroom for group feedback on work that has been returned and overall communication between teachers and learners. Specific feedback on examples of work will be marked using the 'Private Comments' feature by the class teacher. Other approaches such as whole class marking slides will feature within our offer.

Roles and responsibilities

1.1. The Federation Governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

1.2. The Head Teacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews on a regular basis of the remote learning arrangements to ensure pupils' education does not suffer.

1.3. The Data Protection Officer (DPO) is responsible for:

- Overseeing that all school-owned electronic devices used for remote learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for remote learning are compliant with the GDPR and the Data Protection Act 2018.

1.4.   The Designated Safeguarding Leads (DSLs) are responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
- Liaising with the ICT technicians to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Head Teacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

1.5.   The Special Educational Needs Coordinator (SENCO) is responsible for:

- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with Educational Health Care Plans (EHCPs) continue to have their needs met while learning remotely, and liaising with the Head Teacher and other organisations to make any alternate arrangements for pupils with EHCPs and Individual Health Plans.
- Identifying the level of support or intervention that is required while pupils with SEN learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period. This will be monitored through feedback from parents and outcome of the tasks set.

1.6.   The School Business Manager (SBM) is responsible for:

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

1.7.   The ICT technicians/Computing Lead are responsible for:

- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed, have a secure connection, can recover lost work, and allow for audio and visual material to be recorded, where required.
- Ensuring that any programs or networks used for remote learning can effectively support a large number of users at one time, where required, e.g. undertaking 'stress' testing.
- Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

1.8.   Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any health and safety incidents to the Headteacher or site manager and asking for guidance as appropriate.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Head Teacher.
- Reporting any defects on school-owned equipment used for remote learning to an ICT technician (Click).
- Adhering to the Staff Code of Conduct at all times.

1.9.   Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring, that, where possible, their child is available to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Reporting any technical issues (that impact on the children's access to remote learning) to the school as soon as possible.
- Ensuring that, wherever possible, their child always has access to and completes the remote learning material set for each day.
- Reporting any absence in line with the terms set out in paragraph 9.6.
- Ensuring their child uses the equipment and technology used for remote learning as intended.

1.10.   Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Trying their best while learning at home and displaying the same work ethic as they do at school in order to complete the activities set for the day
- Adhering to the school's Behaviour and Anti-Bullying Policy.

Monitoring and review

This policy will be reviewed every two years basis by the Deputy Head Teachers of the federated schools.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is September 2024.