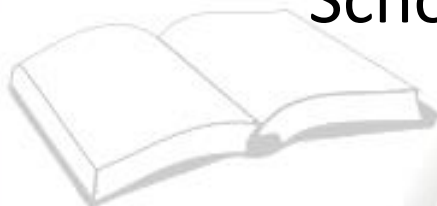# Michael Syddall CofE (Aided) Primary School

## Remote Learning Policy

## Introduction

During any period of closure or absence from school for the purposes of self-isolation, staff at Michael Syddall CofE (Aided) Primary School will continue to provide education and support to our children using remote learning. All learning will be conducted using Tapestry for Foundation Stage and Seesaw for years 1 to 6. This will allow staff to keep in daily contact in a professional and confidential manner with their class. Teachers will be able 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 replication of classroom activity to the best of our ability. In all communications we will prioritise the wellbeing of our children.

## Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated into the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

## Flexibility of Learning

We realise that the circumstances that cause our school to close or children to self-isolate will affect families in a number of ways. 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.

**Expectation Management**

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, no 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. Children and parents should consider the arrangements as set out in this document as highly recommended.

**Teaching Staff will:-**

• Share teaching and activities with their class through Tapestry and Seesaw;

• 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 Tapestry and Seesaw, making phone calls where needed;

• Reply to messages, set work and give feedback on activities during the normal teaching hours 8.45am – 3.00pm;

• 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

• If unwell themselves, be covered by another staff member for the sharing of activities. Follow up of messages 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;

• Potentially work a day or two behind what has been shared through Tapestry or Seesaw and those children in school;

• 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 directly;

• 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.

**Parents will:-**

• Support their child's learning to the best of their ability;

• Encourage their child to access and engage with Tapestry or Seesaw 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 Tapestry or Seesaw;

• Know they can continue to contact their class teacher as normal through Tapestry, Seesaw or by phoning or emailing the school office if they require support of any kind;

• 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.

**Roles and responsibilities in school**

**Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class

**Designated safeguarding Lead**

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning

Please refer to Child Protection and Safeguarding Policy

**Teachers**

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will provide learning for their current class. The amount of work they need to provide should match the normal weekly timetable and be in line with the DfE's recommended amounts – at least 3 hours per day for key stage 1 and 4 hours for key stage 2.
- Teachers will use resource lessons as they would have done in school, with appropriate adaptations and may also use elements of external resources such as Oak National Academy and BBC Bitesize to supplement teaching.
- Teachers will also set work using Mathletics and Times Table Rockstars to further support children's learning.

Providing feedback on work:

- Pupils will respond to work set as requested by the teacher. Work submitted should be acknowledged by the class teacher with more detailed feedback given at the appropriate points decided by teachers and at the age appropriate level.

Keeping in touch with pupils who aren't in school and their parents:

- In the case of a lockdown, Teachers will call pupils/parents at least every 3 weeks. Any concerns should be recorded on CPOMS and Head teacher alerted. In the event of a self/class bubble isolation, communication will be via Tapestry or Seesaw.
- Vulnerable pupils will be called weekly - CP/EHCP/identified pupils, this will be done by HT or DHT
- Emails or contact received from parents and pupils are to be checked between 8.45am and 3pm, Mon- Fri.

**Teaching assistants**

When assisting with remote learning, teaching assistants must be available between their usual working hours.

If they're 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely and will liaise with class teachers to support planning and resourcing differentiated learning.
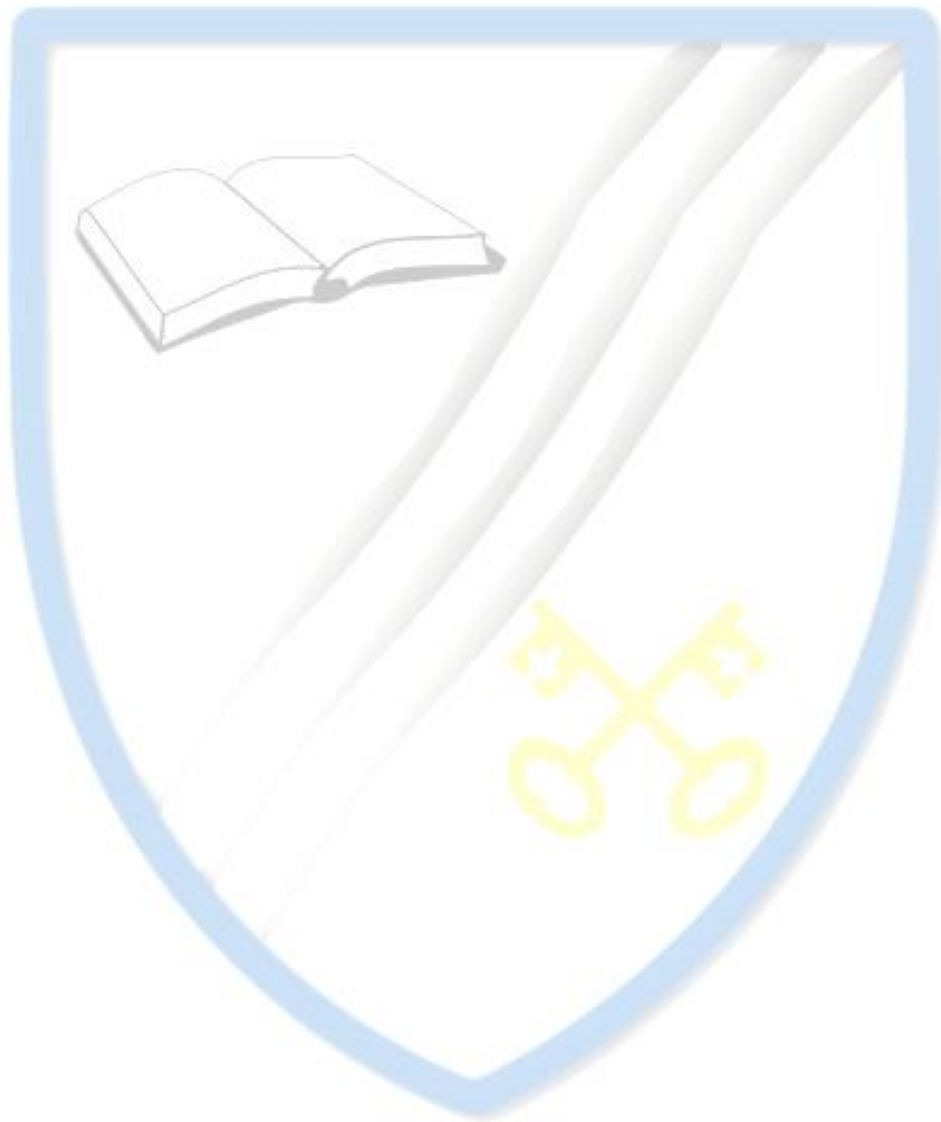
**Governing Body**

The governing body 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

**<u>Safeguarding</u>**

Please refer to the Child Protection Policy

To be reviewed Summer 2021