'Aim High Be Happy'

Remote Learning Policy

Policy Control	
Responsible Person:	Amanda Norman
Responsible Governor Team:	Learning and Teaching
Approved by Governors:	November 2022
Date due for review:	November 2023

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values
Sandhurst Primary School values

Enjoyment Challenge Friendship Independence Confidence Resilience

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

1. Statement of School Philosophy

Our Values of enjoyment, challenge, friendship, independence, confidence and resilience underpin all that we do in school. We follow the National Curriculum and through the embodiment of our values, children develop the necessary skills and knowledge and experience a wide range of opportunities through our broad and enriched school and outdoor curriculum. Our curriculum and values develop children's character, encourage good mental health and enable them to live life in all its fullness now and in the future. We continue to strive to be creative, innovative and support our parents/children in the best way possible to make learning purposeful. Our strategy for remote learning continues this.

2. Aims

The DfE Guidance for full opening: schools states that on schools' return in September 2020, parents have a duty to ensure their child attends school regularly. Furthermore, where a child is unable to attend school *because they are complying with clinical or public health advice* schools are expected to immediately offer that child access to remote education and the absence will not be penalised. All other children must attend school.

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through use of quality online and offline resources as well as teaching videos
- Provide clear expectations to all members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of well-being and parent support
- Consider continued education for staff and parents including personal development, monitoring and home/school engagement
- Support effective communication between the school and families and support attendance

3 .Who is this policy applicable to?

This Remote Education Policy applies to the following:

- A child is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Multiple bubbles or the whole school is not permitted to attend school because of a wider outbreak of Covid-19 in the school.

The provision of remote learning is not a requirement for those who do not fall into these categories including non Covid 19 related illness or absence. Remote learning is not an alternative to students' full-time attendance at school or for those families anxious about being in school.

Remote learning will only be shared with families when they are absent due to Covid related reasons and not to all at the start of week**.**

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online digital platforms:
  - Children - Class Dojo and Portfolios, Microsoft Teams
  - Staff – Class Dojo and Portfolios, Microsoft Teams and Zoom
  - CPOMS – online safeguarding and behaviour
- Use of Recorded video (*or Live Video if used*) for daily registration/teacher 'keep in touch', instructional videos and Assemblies.
- Phone calls home

- School Cloud Parents Meeting software
- Printed learning packs and other physical materials such as story books and writing tools
- Third party content – currently: Accelerated Reader, White Rose Maths, SumDog, BBC Bitesize, Oak Academy.

5. Home and School Partnership

- Sandhurst Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- Sandhurst Primary School will provide a refresher online training session and induction for parents on how to use Classroom Dojo and Microsoft Teams as appropriate and where possible, provide personalised resources.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. Sandhurst Primary School will encourage children to have a regular learning routine.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly and where possible using a schedule on Microsoft Teams. Should accessing work or technology be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis, including providing access to technology.
- We would also encourage parents to encourage a healthy and balanced approach to screen time; using technology for learning and for leisure.
- All children sign an 'Acceptable Use Policy' at school which includes online rules and this applies when children are working on computers at home.

6. Roles and responsibilities

a) Provision: For individual children self-isolating

Teachers:

- Using Microsoft Teams to set meaningful and ambitious work that can be accessed each day in a number of different subjects. This can be scheduled ahead of time.
- Learning tasks can be in the form of an 'e-pack' with a cross curricular set of tasks. If a family has not access to ICT/Internet, then a physical pack of resources needs to be distributed or a laptop from school sent home.
- Tasks can range from previous consolidation of learning, but must also include recent/current work in class.
- 'E-packs' will need to be periodically updated to refresh/update content.
- Content should ideally be presented as separate tasks on Microsoft Teams assigned specifically to that child/children.
- Utilise/incorporate adaptive technological platforms; SumDog, Accelerated Reader etc. Use and progress of children should be monitored regularly.
- Every opportunity should be made to utilise third party curated curriculum resources which offer learning support - eg National Oak Academy.
- Children isolated should be given a daily opportunity to communicate with their teacher and there is an expectation that most learning is uploaded for the class Teacher to feedback on. Teaching Assistants will play an important role in supporting teachers with this.
- There is no expectation for teachers to be 'live teaching' or creating bespoke video learning support content for individual children unless, through communication with the parent, children are finding it difficult to engage with the learning and need additional support. In such a case a keep in touch 1:1 Microsoft Teams meeting can be arranged.

Teaching Assistants:

- Teaching assistants must be available between their normal contracted hours of work.
- 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.
- Under the direct supervision of the Class teacher, continue to carry out their normal in-school activities; supporting quality first teaching, 1-2-1 provision, target interventions etc.
- Teaching assistants may be asked to post, respond to or feedback on learning to isolated children on Classroom Dojo or Microsoft Teams as directed by the class teacher.

b) Provision: For whole & multiple bubbles isolating

Sandhurst Primary School will provide a refresher training session and induction for new staff on how to use Classroom Dojo and Microsoft Teams as required. Given that Classroom Dojo is also be used for homework, most staff should be able to maintain a high level of digital competence, however additional 'top-up' refreshers will be given where necessary.

In the event of a bubble isolating, teachers must be available between 0900-1515. 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.

Teachers

- The aim will be to maintain momentum in children's learning, including the teaching of new curriculum content.
- Teachers will be setting work on *Classroom Dojo or Microsoft Teams*
- Weekly/daily schedules will be shared at the beginning of the week on Microsoft Teams or Dojo
- Through Microsoft Teams, children should be set meaningful and ambitious assignments each day in a number of different subjects
- Content should mirror our 'Curriculum' and be well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- New content should be delivered by a teacher through high-quality curriculum resources or videos. Where learning objectives fully 'match' those of Oak National Academy's, their content should be also be used.
- Learning should cover the breadth of the subjects in the curriculum though core subjects should remain a focus.
- Every effort should be made to incorporate adaptive technological platforms; Accelerated Reader etc. Other resources such as Charanga for music lessons should also be utilised. Use and progress of children should be monitored regularly.
- Teachers/TA to provide feedback on work that has been submitted, making sure it is clear to children/parents which assignment will require learning uploaded against. Feedback should be in line with our school guidance for marking.
- Teachers should 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
- All curriculum tasks will need to be submitted by 3pm and teachers will comment by the end of the week.
- Keeping in touch (by phone) will also happen regularly with children/parents who are not engaging with home learning. This will ascertain what challenges they are having and try and resolve.
- All parent/carer comments and questions should come through Classroom Dojo or office@sandhurst.kent.sch.uk
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

- Teaching assistants must be available between their normal contracted hours of work.
- 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.
- Teaching assistants will play a key part in contributing to online learning through Microsoft Teams and Classroom Dojo. This will include:
- Scheduling learning as directed by the class teacher
- Completing additional resources, well-being support - for example recording of reading a book to children.
- As required, responding to children's working with feedback.

Senior Leaders

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technician

The IT technician is responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

The SENCO

The SENCO should be responsible for working alongside the ICT technician 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 EHCP plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support specific children need; providing specialist advice to parents, teachers and teaching assistants.

Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work via Studybugs or Dojo.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

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

7. Links with other policies and development plans

This policy is linked to our:

- Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety Policy
- Acceptable Use Policies:
  - Children - KS1
  - Children - KS2
  - Staff
  - Staff Remote Learning