Remote Learning Policy

Ratified by Full Governing Body 8ᵗʰ October 2020

Review date: October 2021

Rationale

In the event of a school closure, the school is committed to providing continuity of education to our learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental/guardian permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time. Similarly, this would apply if parents/guardians made the decision, without prior agreement with the school, to absent their children from school 'as a precaution' but against official guidance in the event of an outbreak of infectious disease.

Remote learning for individual learners

All parents/guardians and children must sign a copy of the Remote Learning Agreement for Parents, Guardians and Children.

Assuming an absence has been agreed with the school and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/guardian will be coordinated by the class teacher under the direction of the Headteacher.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/guardian would be once per week. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days.

If a significant number of learners are absent from school but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined here or as outlined below.

Remote learning in the event of extended school closure

In the event of an extended school closure, the school will provide continuity of education in the following ways:

a) Regular direct instruction from teachers with the ability of learners to ask questions online (via email/Class Dojo/Tapestry).

b) Work and tasks will be set for children to complete.

c) The assessment of specific tasks that are submitted to teachers electronically and on which feedback is provided. Learners and teachers are expected to have access to the internet whilst at home; the school recognises some families may not have home printers and will therefore require the printing of material.

The primary platforms the school will use to deliver continuity of education are:

➢ **Tapestry** in Early Years (for nursery and reception)

➢ **Class Dojo** is the remote learning platform for KS1 and KS2 classes

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both learners and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction based on the particular circumstances of any closure and based on our experience.

The learning platforms we use provide parents/guardians with a secure personal messaging account to avoid any issues regarding GDPR.

Assessment

Providing timely and helpful feedback is a cornerstone of good teaching and learning. This may be more challenging with remote learning, so teachers will endeavour to provide regular feedback to learners on pieces of work as appropriate.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking in an exercise book. Feedback will always be meaningful.

Expectations of learners

Assuming that a learner is healthy and well enough to work, they will be expected to participate as fully as possible in the remote learning process. The timetables provide a good structure for parents/guardians to follow. Parents, guardians and children will be expected to read and respond to communication from the school as and when requested. If parents, guardians or children have any questions about the nature of specific tasks set, these should be directed towards the member of staff who set the work. If there are questions about a child's overall workload (e.g. a learner feels they are overwhelmed or falling behind) these should also be directed to the class teacher. Teachers must work on the assumption that learners will not necessarily have the full range of books and equipment they would usually have in school.

The school does not expect learners to have access to any specialist equipment that would usually be provided by the school. The school expects that parents/guardians have internet access at home to access remote learning resources; teachers will make no presumption of the learner's ability to

print at home. If parents or guardians do not have internet access the school will provide alternative hard copy materials.

Expectations of teachers

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device. The setting and assessment of remote learning tasks will take place in accordance with school policies.

In order to provide a consistent approach, the senior leadership team is responsible for overseeing the nature and frequency of tasks set and assessed. All teachers should pay due care to the nature of tasks set so learners have a range of activities to complete at home and are not exclusively working on a screen. Teachers are responsible for providing constructive feedback to their learners in a timely manner. In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the senior leadership team to ensure work is set for their classes.

Teachers should be available to contact parents/guardians and children if needed, by email or phone. When phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous. If contact is deemed excessive the Senior Leadership Team will provide guidance and support.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, learners, parents and guardians. All communication should take place during usual school hours, with no expectation for colleagues to read or respond to emails after 3.30pm, although responses should be made to electronic messages within one working day in normal practice. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels and not through personal accounts, other websites or social media platforms.

Support for pupils with SEND, EAL and other specific learning enhancement needs

Teachers should ensure that work is differentiated as required for all learners when setting online tasks. All staff should have copies of Personal Support Plans and EHCP's of the children they teach. The SENDco is able to provide support and guidance to members of staff with regards to individual children who are on the SEND register.

In addition, the SENDCo will maintain regular contact with EHCP parents, guardians and pupils by email or phone to seek feedback.

Pastoral care during a school closure

In event of a school closure, the primary responsibility for the pastoral care of a child rests with their parents/guardians. However, teachers (under the guidance of the Senior Leadership Team) should check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to the Designated Safeguarding Lead or in her absence the Deputy Designated Safeguarding Lead, particularly if there are concerns or a lack of communication.

Safeguarding during a school closure

In the event of a school closure, pupils, parents/guardians and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere whether they are at home, in the community or at school.

Fenland Federation of Marshchapel Infant School and Grainthorpe Junior School

Remote Learning Agreement for Parents/Guardians and Children

- I will only use my school account for school related things.
- I will not attempt to bypass any computer or user account restrictions to access confidential or otherwise restricted information on the school network via Tapestry or Class Dojo.
- I will not try to bypass the internet filtering system.
- I will make sure that all electronic communications with pupils, teachers or others are responsible and sensible.
- I will be responsible for my behaviour when using the internet. This includes resources I access and the language I use.
- I will not deliberately browse, download, upload or forward material that could be considered offensive, illegal or age inappropriate. If I accidentally come across any such material, I will report it immediately to my teacher.
- I will ensure that my online activity outside school will not cause my school, the staff, pupils or others distress or bring them into disrepute.
- I will follow the school approach to online safety and not deliberately record, upload or add any images, sounds or text that could upset or offend any member of the school community.
- I will respect the privacy and ownership of others' work on-line at all times.
- I understand that all my use of the internet and other related technologies will be filtered and can be monitored, logged and made available to teachers, to protect me and others and the integrity of school systems.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/guardian will be contacted.

Student Name:_____

Signed Pupil:_____

Signed Parent/Guardian:_____

Signed Class Teacher:_____