



**The
Edward Betham CofE
Primary School**

Remote Learning Policy

To be reviewed on	July 2021
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Faith, hope, and love—these three things will last forever—and the greatest of these is love.

1 Corinthians 13:13

With God's **love** at the heart of all we do, we celebrate the unique gifts of every individual. Rooted in Christian **hope**, pupils grow academically and in their **faith**, equipped to live full and happy lives and care for the people and the world around them.

Rationale

At The Edward Betham CofE Primary School, we are committed to giving our pupils a secure, caring and stimulating learning environment based on our Christian vision. We recognise that the COVID-19 pandemic has been a difficult time for our school community and we aim to work in partnership with our parents and carers to support pupils to make the best possible progress in their learning. Through our remote learning provision, we aim to provide a continuation of our high quality curriculum alongside support, stability and reassurance in a time of uncertainty.

Aims

- Ensure consistency in the approach to remote learning for pupils who are not in school because they are self-isolating due to COVID-19
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Support effective communication between the school and families and support attendance

Roles and Responsibilities

If a pupil is self-isolating at home but is otherwise well, school work will be set for them to complete remotely. Our aim is to:

- set meaningful and ambitious work each day in a number of different subjects including the core curriculum and foundations subjects
- follow the school's curriculum so that lessons are well-sequenced and knowledge and skills are built incrementally
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos (e.g. White Rose video lessons for Maths, Oak Academy video lessons for some subjects)
- monitor pupil engagement and progression through the curriculum, using regular feedback and questioning
- provide regular contact with the class teacher through feedback to online work and phone calls home
- enable teachers to adjust the pace or difficulty of what is being taught in response to pupils' submitted work
- ensure that learning is inclusive and accessible to all the children
- provide hard copies of work to families who do not have the technology to access remote learning

Teachers

When providing remote learning, teachers must be available between 8:45am-12:00pm then 1:00pm-3:15pm.

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. If it affects the completion of any

work required, teachers are responsible for ensuring arrangements have been made with SLT to ensure home learning continues for the pupils.

If teachers are self-isolating at home and are not suffering from sickness, they would be expected to work a full day. The focus of their work would be to ensure the safety of children, provide them with stimulating, high quality lessons, keep them motivated and give as much feedback as possible.

Therefore, their day would comprise:

- 30 weekly phone calls to children – 6 per day prioritising those children who cannot access my.uso.im
- Bespoke adapted planning for remote learning based on the school curriculum map
- Weekly video lessons for English, History/Geography and RE – shared with year group partner
- Daily feedback on work uploaded to my.uso.im

When providing remote learning, teachers are responsible for:

Setting work

- Teachers should plan a timetable to be used during self-isolation which should reflect their weekly timetable in school
- Teachers should plan and upload lessons that follow the curriculum which would have been taught in school. Lesson outcomes may be adapted for online learning but the content should be similar
- Teachers will provide recorded video lessons for English, History/Geography and RE
- Work should be set each day on my.uso.im
- For individual pupils self-isolating at home, daily work will be available on my.uso.im by 9:00am on the morning after the first day of absence, and from 9:00am on subsequent days.
- When a whole bubble or class is self-isolating at home, work will be available on my.uso.im from midday from the first day of closure, and from 9:00am on subsequent days

Providing feedback on work:

- Pupils will complete work on paper, online or in a workbook provided by the school. They will upload a photograph or document to my.uso.im
- Teachers will provide daily feedback to the pupil on their work on my.uso.im

Keeping in touch with pupils who are not in school, and their parents/carers:

- In all cases of self-isolation, parents/carers should keep in touch with their child's class teacher via my.uso.im
- Where a bubble or a class is self-isolating, teachers will respond to all messages on my.uso.im between 8:45am-12:00pm then 1:00pm-3:15pm. When an individual pupil is self-isolating, teachers will respond to messages and work on my.uso.im within 24 hours
- Teachers will expect all pupils to engage with remote learning
- Teachers will make weekly phone calls to all pupils in their class to check on how they are managing with the remote learning

Support Staff

When assisting with remote learning, teaching assistants must be available during their normal working hours.

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.

When assisting with remote learning, teaching assistants are responsible for supporting the class teacher.

This could include:

- Supporting pupils who are not in school with learning remotely:
- Phone calls home to check on progress
- Providing feedback on some work to pupils
- Providing remote support with reading and/or maths
- Completing online intervention programmes

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to ensure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to ensure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

Senior Leadership Team

Our remote learning co-ordinator is Caroline Chamberlain. She works with the Deputy Headteachers and Phase Leaders in order to:

- Co-ordinate the remote learning approach across the school and check that work is set in keeping with this policy
- Monitor the effectiveness of remote learning through consultation with staff, pupils and parents
- Monitor the effectiveness of remote learning by evaluating the quality of the learning outcomes of pupils
- Support teachers and teaching assistants as they continue to improve and develop the Remote Learning provision at The Edward Betham CofE Primary School
- Introduce new technologies when appropriate to improve the Remote Learning provision at The Edward Betham CofE Primary School

Designated Safeguarding Leads

The Designated Child Protection and Safeguarding Lead is responsible for:

- Ensuring the child protection and safeguarding policy of the school is followed consistently
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is unwell or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any concerns known to staff

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure remote learning is ambitious and of the highest quality
- Ensuring the expectations of staff are reasonable and achievable within the working day
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – contact Susie Marson or Katy Lawrence
- Issues with behaviour – contact Susie Marson or Katy Lawrence
- Issues with IT – contact Anna Tigg
- Issues with their own workload or wellbeing – Phase Leaders, Susie Marson, Katy Lawrence or Caroline Chamberlain
- Concerns about data protection – Tracey Cameron or Justine Green
- Concerns about child protection and safeguarding – Caroline Chamberlain

Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Report any concerns about a child or their family to Caroline Chamberlain
- Use SIMS to securely access parental contact details
- Withhold their number when using their own phone for communications with parents/carers and pupils

Processing personal data

- Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen.
- However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

Our school Child Protection and Safeguarding policy must be followed at all times.

Monitoring arrangements

This policy will be reviewed each term and approved by the Headteacher

Links with other policies and development plans

This policy is linked to our:

- Child Protection and Safeguarding policy
- Behaviour for Learning policy
- Data Protection policy, Data Breach policy and privacy notices
- Online Safety policy and acceptable use agreement
- Staff Code of Conduct



Circumstance	Remote learning
<p>My child (and their siblings if they are also attending The Edward Betham CofE Primary School) is absent for 1-2 days because they are awaiting test results for themselves or a member of our household. They are fit and well.</p>	<p><u>Nursery and Reception</u> Maths and English Complete one of the Catch up Lessons from Oak National Academy https://www.thenational.academy/ Pupils should read for 30 minutes each day; Reception children should record this in their reading record. Pupils may also access the wider curriculum through the online daily lessons from Oak National Academy, which are in line with the National Curriculum. Please click on the link above and select your child's year group to access these lessons.</p> <p><u>Key Stages 1 and 2</u> Maths and English Complete one of the Catch up Lessons for their year group from one of: BBCBitesize https://www.bbc.co.uk/bitesize/articles/zknj4xs Oak National Academy https://www.thenational.academy/</p> <p>Pupils should complete two Mathletics activities each day. Pupils should read for 30 minutes each day which they should record in their reading record. Pupils may also access the wider curriculum through the online daily lessons from Oak National Academy, which are in line with the National Curriculum. Please click on the link above and select your child's year group to access these lessons.</p> <p>As with all short term absences, the teacher will support your child in catching up with the learning they have missed when they return to school.</p>
<p>My child (and their siblings if they are also attending The Edward Betham CofE Primary School) is absent for 14 days because our household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.</p>	<p>Daily work will be available on myUSO by 9:00am on the morning after the first day of absence, and from 9:00am on subsequent days. Work will need to be submitted by 5:00pm the day after it is set. All work/activities will be available through myUSO:</p> <p><u>Nursery and Reception</u></p> <ul style="list-style-type: none"> • Maths activity • Literacy activity • Phonics activity (Reception only) • One other wider learning activity <p><u>Key Stages 1 and 2</u></p> <ul style="list-style-type: none"> • White Rose Maths video lessons and activity, mirroring the Maths being covered in the classroom, with worksheets to complete. Answers will be provided for self-marking • Mathletics – fluency activities – Additional Mathletics activities based on current learning are set each week. Children are encouraged to complete the activities until they achieve 100% accuracy • English – PDFs of the class lesson presentation will be uploaded. Where this relies on the class text, alternative reading or grammar activities may be set. Most, but not all, lessons will have a written task to be completed and uploaded • Two Guided Reading lessons per week, matching the learning focus in school – PDF of the lesson presentation – children to complete and upload their answers • Topic tasks – R.E. and History/Geography following the lessons being covered in class that week, PDFs of the lesson presentations– children to complete activity/simple response to the key questions. On occasion, pupils may be directed to an Oak Academy video lesson • Science – either a PDF of the lesson presentation or a link to an Oak Academy video lesson that matches the learning focus in school • P.E. – Recommended daily workout from Joe Wicks on YouTube or 30 minutes daily exercise with the family • Year 1 – Phonics to work on the sounds your child will be missing – links to the appropriate video lessons from the DfE YouTube Channel for Letters and Sounds • French/Art/DT/Computing/P.S.H.C.E./Music – A grid of learning activities with suggestions for appropriate learning in these subjects which matches the curriculum plans for the term. Links given to Charanga /Language Angels (Years 2-6) <p>All pupils should read for 30 minutes each day; children should record this in their reading record.</p>

Circumstance	Remote learning
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for COVID-19.</p> <p>We enter another 'lockdown' with total school closure.</p>	<p>Work will be available on myUSO from midday from the first day of closure, and from 9:00am on subsequent days. Work will need to be submitted by 5:00pm the day after it is set. A timetable of lessons for the week will be uploaded:</p> <p><u>Nursery and Reception</u></p> <ul style="list-style-type: none"> • Maths activity • Literacy activity • Phonics (Reception only) to work on the sounds your child will be missing – some lessons will link to the appropriate video lessons from the DfE YouTube Channel for Letters and Sounds • One other wider learning activity • Story time videos with a member of the EYFS team <p><u>Key Stages 1 and 2</u></p> <ul style="list-style-type: none"> • White Rose Maths video lessons and activity, mirroring the Maths being covered in the classroom, with worksheets to complete. Answers will be provided for self-marking • Mathletics – fluency activities – Additional Mathletics activities based on current learning are set each week. Children are encouraged to complete the activities until they achieve 100% accuracy • English video lessons – recorded and uploaded each day. Most, but not all, lessons will have a written task to be completed and uploaded. This will include spelling, grammar, writing and reading • Two Guided Reading lessons per week, matching the learning focus – PDF of the lesson presentation – children to complete and upload their answers • Topic video lessons – R.E. and History/Geography recorded and uploaded to myUSO following the lessons being covered in class that week • Reception and Year 1 – Phonics to work on the sounds your child will be missing – links to the appropriate video lessons from the DfE YouTube Channel for Letters and Sounds • Science lessons – either a PDF of the lesson presentation or a link to an Oak Academy video lesson which matches the learning focus in school • P.E. – Recommended daily workout from Joe Wicks on YouTube or 30 minutes daily exercise with the family • Story time – Weekly story time videos by the class teacher uploaded to myUSO • French/Art/DT/Computing/P.S.H.C.E./Music – A grid of learning activities with suggestions for appropriate learning in these subjects which matches the curriculum plans for the term. Links given to Charanga/Purple Mash/Language Angels (Years 2-6) <p>All pupils should read for 30 minutes each day; children should record this in their reading record.</p> <p>If your child's teacher is the person experiencing COVID-19 symptoms, the remote learning provision will be adapted and may need to be reduced.</p>