

Remote Learning Policy

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| **Policy Title:** | **Remote Learning Policy** |
| **Policy Author:** | **RDG** |
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| **Date of Review** | **Description of amendments (if applicable)** |
| **Reviewed** | **At least biennially subject to legislative changes** |
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| **Sub-committee responsible for policy:** | **Curriculum and Performance** |
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**Guidance from the Full reopening of Schools and The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction – Explanatory Note provided by the Government in October 2020**

The Department for Education makes clear “***schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (Covid-19)”. The direction comes into force on October 22 and “will have effect until the end of the current school year, unless it is revoked by a further direction”***

In developing these contingency plans, the Department for Education expect schools to:

* use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
* where necessary provide printed resources for pupils who do not have suitable online access

When teaching pupils remotely, the DfE expect schools to:

* teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
* provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
* gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

**Aim**

* To outline Green Lane’s approach to remote learning, explaining to the school community how we will support pupils or whole classes who are self-isolating due to the Coronavirus.

**Green Lane’s Five Models of Remote Learning**

* 1. **Self-isolation of a child where rest of class are in school**

In the eventuality of a child or someone in their house testing positive the class teacher will upload a file for the child with work to be completed during their isolation period via the child’s Microsoft Teams account. This work should be uploaded via Teams (it can be brought back in with the child at the end of their isolation period if paper has had to be used).

* 1. **Teacher is self-isolating where rest of class are in school**

In this eventuality the teacher will be responsible for planning lessons and creating resources (such as PowerPoints or worksheets) that will be delivered by a Higher Level Teaching Assistant or Supply Teacher in school.

* 1. **Teacher and whole class self-isolating**

In this eventuality the teacher will deliver at least two sessions per school day through Microsoft Teams, themed around literacy and numeracy, and plan topic based activities linked to the wider curriculum for later in the day. Sessions may be live or recorded depending on teacher circumstances.

* 1. **Full lockdown with all learning at home**

As in number 3 but expanded to the all classes.

* 1. **Key worker and vulnerable children only in school**

In this eventuality it would be impossible to run online teaching for those at home and run bubbles for these groups in school so a return to learning packs for the children not in these categories would be required.

**Green Lane’s Approach to Home Learning**

We believe that children learn best when they are taught in a teacher led meaningful and purposeful way and have opportunities to actively engage in rich and varied learning experiences. Teachers will ensure that learning will continue at home if class bubbles have to self-isolate. Teacher led sessions will be either live lessons, pre-recorded lessons or lessons delivered with teacher input using resources such as Microsoft PowerPoint or SWAY. This is a new way of teaching for Green Lane and other schools across the country; we see this very much as a research phase with different teaching staff trying out these various approaches.

Remote learning will be structured using the principle of explain, apply and review (EAR).

**Explain:** *the teacher will deliver key teaching points for a lesson*

**Apply:** *the children will have the opportunity to practise these new skills*

**Review:** *children will share what they have achieved and get feedback*

Within our Early Years provision staff know that children learn best through play and actively engaging with the world around them, through exploring and participating in challenging experiences and when their levels of wellbeing and involvement are high. The home learning will provide opportunities to learn through play using everyday resources, mirroring the practice within the continuous provision in school. Play is the best way for children to learn during their time at home your communication and interactions with them will help them thrive and feel secure during these uncertain times.

**Microsoft Teams and whole class isolation**

If a whole class bubble is required to self-isolate they can access remote learning through the Microsoft Teams account set up for each child. It is essential that parents have Microsoft Teams ready to use on a suitable device, all lessons, all work and all communications with teachers will be delivered through this medium.

In extreme circumstances where parents are unable to access Microsoft Teams it may be possible to provide parents with access to printed packs of work, but access to the teaching sessions is vital for pupils to be able to access the explanation and teaching elements of any sessions if a whole class bubble is self-isolating.

Parents struggling to access Microsoft Teams are directed to contact the school so that support and advice can be given.

**In the event of a child self-isolating when rest of class is in school**

When preparing their planning and resources for the following week Teachers will put any resources, PowerPoints, worksheets, etc. into a word file together with some brief instructions; this file can be uploaded onto the Microsoft Teams account of any child who is self-isolating because they or someone in their house has tested positive and will mean that the child can keep up with the learning their peers will be doing whilst they are isolating, a printed pack can be provided on request if absolutely necessary.

**Preparing and planning for remote learning**

• Most work that is planned for the children to complete is done so in a way by teachers so that the children do not need access to a printer at home. Pupils can use paper they have at home and take a picture of the work or complete tasks in Microsoft word etc. so that it can be uploaded onto Teams for teachers to view.

• Teachers will inform parents which option of home learning is available to them during day 1 of self-isolation. Day 1 will be an opportunity for teachers and parents to get everything ready before remote learning commences from day 2.

• Parents and pupils will be invited to access a Microsoft Team session later on day 1 delivered by a member of the leadership team and / or the class teacher so that procedures and protocols can be explained and the Remote Learning Charter discussed; pupils and parents must agree to this charter before sessions start on day 2 of the whole class isolation period.

• Work will be differentiated in whichever way the teacher feels is appropriate to meet the needs of the child.

If a teacher is at home due to sickness, then a Higher-Level Teaching Assistant may provide a level of support to the class, or a supply teacher may be brought in to deliver the sessions.

**Providing feedback on work:**

• Whilst a whole class is working remotely teaching staff will give feedback via Teams Chat or an end of day live plenary where work can be shared by pupils.

• Any work completed can be uploaded via Teams that day, the teacher can use this to help plan next steps for the child / class. If pupils have had to use paper and pencil then work can be brought in at the end of the isolation period for feedback to be given.

**Attending virtual lessons or meetings with staff, parents and pupils**

• Home or school backgrounds should be neutral wherever possible (e.g. avoid areas with background noise, nothing inappropriate in the background) or use audio only during meetings. Parents and pupils will need to respect the fact that lessons are being delivered at a teacher’s home and understand that this means the environment will not be the same as it is in school. See our Remote Learning Charter in Appendix 1.

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

• During the period of isolation parents/ carers can contact school via telephone or email if they need any help with work or pastoral support is needed.

• Any safeguarding concerns raised by parents, staff or pupils in isolation should be directed to Mrs Linsley or Mr Goffee.

**Teaching staff**

When providing remote learning, teaching staff will be available between 8.55am - 3.15pm and remote learning lessons will be uploaded between these hours.

When assisting with remote learning, teaching assistants will be available between their usual contracted working hours. They will support the class bubble during isolation lessons, perhaps monitoring pupil comments, producing resources or teaching a group via Microsoft Teams if agreed with the teacher. They may also identify additional online activities to support remote learning; collate and/or prepare resources for physical resource packs (phonics games etc.).

If staff are unable to work, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure. Staff may decide to work outside of normal working hours if sharing the caring responsibilities with other members of their family.

**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 through regular contact with class teaching staff.

• Monitoring the security of remote learning systems, including data protection and safeguarding concerns.

**Staff can expect pupils learning remotely to:**

• Be contactable during the school day, the teacher will take a register of those present at the start of each lesson.

• Complete work to the deadline set by teachers.

• Seek help if they need it, from teachers or teaching assistants through Microsoft Teams, phone call or email to school.

**Staff can expect parents with children learning remotely to:**

• Make the school aware via Teams or a phone call if their child is sick or otherwise can’t complete work as teaching staff will keep a daily register of who is accessing the learning through Microsoft Teams.

• Green Lane’s Remote Learning Charter - see Appendix 1 – sets out the expectations the school has for how children will behave and interact when taking part in online learning sessions – it will be shared with pupils and parents on day 1 of the isolation period and will also be uploaded with this policy onto the class Teams page. It is an expectation that parents and pupils will have read the charter and agreed with its contents prior to remote learning beginning on day 2.

**Governing Body is responsible for:**

• Liaise with the Headteacher and senior leaders to ensure the school’s approach to remote learning remains as high quality as possible.

• Ensuring that the leadership team has made certain that staff know what remote learning systems are being used and what security steps they can take, for both data protection and safeguarding reasons.

**Data protection**

All staff members will:

• Use Microsoft Teams classroom which is on a secure cloud service through Durham County Council.

**Personal data**

• Staff members may need to collect and/or share personal data such as parent’s Teams email account as part of the remote learning system. As long as this processing is necessary for the school’s official functions, individuals won’t need to give permission for this to happen.

• However, staff are reminded to collect and/or share as little personal data as possible online. Staff should not share personal data beyond internal colleagues without permission.

Communications with teaching staff must take place through Microsoft Chat; parents can also phone or email the school at [greenlane@durhamlearning.net](mailto:greenlane@durhamlearning.net) – please do not use teaching staff’s individual school email accounts, we have made the decision that they will not respond to you using this method.

**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).

• Making sure the device is locked if left inactive for a period of time.

• Not sharing the device among family or friends.

**Safeguarding**

Safeguarding concerns to be reported to Mrs Linsley or Mr Goffee as soon as appropriate by staff, parents or pupils via the school phone.

**Monitoring arrangements**

This policy will be reviewed Spring 2024

**Appendix 1**

**Green Lane Remote Learning Charter**

**Here at Green Lane we are proud of our strong relationships with pupils, parents and carers and we want this to continue when we are learning remotely. Therefore, we have designed this charter to enable pupils, parents, carers and teachers to continue to learn and communicate in a respectful manner and to ensure all parties understand clear guidelines.**

**Pupil and parent agreement regarding technology:**

* I will only use school technology for school purposes as directed by my teacher.
* I will only take part in live streaming if an adult knows that I am doing it.
* I will be responsible for my behaviour and actions when using technology (Microsoft Teams and other interactive applications), this includes the resources I access and the language I use.
* I will make sure that all of my communication with peers, teachers or others using technology is responsible and sensible.
* I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher or parent.
* I will not share resources or videos created by my teacher with anyone who is not a pupil or member of staff at Green Lane School.
* I will not record or take photographs/screen shots of my classmates or teachers during a face-to-face session.
* I will not share any school content on social media platforms.
* I understand that when using Microsoft Teams and other applications provided by the school that my use can be monitored and logged and can be made available to my teachers.
* If audio/video conferencing is used, I understand that this might be recorded by the teacher only in order for this to be forwarded to any pupil who has missed the live conferencing or for safeguarding reasons.
* I will continue to follow the rules regarding my use of technology as outlined in the school’s Pupil Acceptable User Agreement.
* I understand that these rules are designed to help keep me and my family safe and that if they are not followed, we will be contacted by a member of the Senior Leadership team.
* Communications with teaching staff must take place through Microsoft Chat; parents can also phone or email the school at [greenlane@durhamlearning.net](mailto:greenlane@durhamlearning.net) – please do not use teaching staff’s individual school email accounts, we have made the decision that they will not respond to you using this method.

**When participating in an audio or video conference on Microsoft Teams, or any other video conferencing software, remember that this is an extension of the classroom and you should conduct yourself as you would when on your best behaviour in a classroom. This includes:**

* Be on time for your interactive session.
* Be dressed appropriately for learning (e.g. no pyjamas)
* Remain attentive during sessions.
* Interact patiently and respectfully with your teachers and peers.
* Video conference from an environment that is quiet, safe, public and free from distractions. Please note avoid using a bedroom for video conferencing.
* You MUST NOT record each other’s online interactions. If the lesson is to be recorded this will be done by the teacher.
* Only use the chat bar when directed by the teacher. The teacher may ask you to ask or answer questions. Do not use it to chat to your peers. Always use positive language when using the chat bar.
* Any questions that you or your parents may have that are not directly related to the teaching session taking place please contact the teacher using Weduc or the schools direct telephone line. This is to ensure optimum use of teaching time.
* Please keep your microphone on mute unless directed by the teacher.
* When using the raise hand option only unmute yourself to speak when the teacher directs.
* Make sure you end the session as soon as the teacher indicates to do so and do not stay in the session after the teacher has left.
* Communications with teaching staff must take place through Microsoft Chat; parents can also phone or email the school at [greenlane@durhamlearning.net](mailto:greenlane@durhamlearning.net) – please do not use teaching staff’s individual school email accounts, we have made the decision that they will not respond to you using this method.

**Thank you for your understanding we hope this will help you to enjoy your remote learning experience more.**