



Remote learning policy

Approved by:	Mrs Groom in consultation with teaching staff	Date: November 2020
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Remote Learning Policy

November 2020
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1. Aims

This remote learning policy for staff 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers, including part time teachers must be available between Monday – Friday 9am – 3pm on their working days.

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 providing remote learning, teachers are responsible for:

➤ Setting work:

Class 1 – Mrs Croft and Miss Butler

- Write a letter to parents to explain the expectations for home learning upon closure.
- Provide a weekly Home Learning Grid for teaching ideas in phonics, English, maths, physical development, understanding of the world and creative development. This is emailed to the parents by the end of day each Friday, ready for the week ahead. Supporting documents from this grid along with the grid itself are uploaded to the Class 1 Page of the Schools Website each Friday.
- Provide weekly Purple Mash activities. – Aim to provide feedback for these within 24hours and celebrate work on the Class 1 Page of the school website.
- Provide an optional weekly Zoom catch up 'Show and Tell' Session.
- Upload a daily story to the Class 1 Page of the School Website by a member of the EYFS team.
- Call all vulnerable/SEN parents/children (if NOT in school) weekly and all other parents/children every two weeks.
- Liaise with HL in terms of support for SEND pupils.
- Aim to answer all email communication within 24hours. – Provide a personalised response to children's home learning/news from home. – Celebrate home learning photos on [the Class 1 page](#) of the school website. – Consent depending.

Class 2 – Mrs Bernard

- A letter to parents is provided to explain the expectations for home learning upon closure. The letter will contain information directing parents to the class webpage where they will find links to all the learning. It will also have my email address so parents can email photos of work and activities directly to me.
- A weekly letter every Friday is provided which explains the next week's learning along with a weekly timetable of the following week's learning. The timetable contains details of the learning to be done each day in a suggested order and with recommended timings for; phonics, spellings, English, maths fluency, maths lesson and topic lessons. Links to all the learning is uploaded to the [class webpage](#) at the end of each day along with other relevant links and a pre-recorded video of me explaining the day's learning and my expectations.
- Pictures of children's work and other activities is loaded on to the class webpage daily so children's work is celebrated and the children remain connected.
- Most parents are contacted by phone every week. If I have not been able to get hold of a parent, I will contact them via email and call the following week. Emails to me from parents are answered within 24 hours. Where parents have shared a child's work, a response via email is made so children receive personal feedback on their work to improve it and stay motivated.
- Liaise with HL in terms of support for SEND pupils.

Class 3 – Miss Holmes

- Write a letter to parents to explain the expectations for home learning upon closure. Offer the option for parents to email photos of work to the office email. Details include links to the school's webpage and the class page, office email, my work email and school contact details.
 - Provide weekly planning for teaching ideas in spellings, reading, writing, maths, and other subjects related to term's topic. This is emailed to the parents by the end of day on the Friday ready for the new week and is also uploaded to the [Class 3 webpage](#). Supporting documents from this plan are also sent to parents via email.
 - A daily video is posted ready for each new learning morning, where I explain what the activities are for the day. A small message from me explaining lessons and expectations for each day.
 - Set Purple Mash activities alongside an administration guide and link to parent's webinar. Purple Mash work should be completed over the course of a week with deadlines for when they should be completed by. Usually set at 9am until 9am the following week. Giving children a whole week to complete the work set. This work is an optional extra and is only suggested as a supplement to the work already being completed on Oak National Academy.
 - Most parents are contacted by phone every week. If I have not been able to get hold of a parent, I will contact them via email and call the following week. Emails to me from parents are answered within 24 hours. Where parents have shared a child's work, a response via email is made so children receive personal feedback on their work to improve it and stay motivated.
 - Pictures of children's work and other activities is loaded on to the class webpage daily so children's work is celebrated and the children remain connected.
 - Zoom call once a week with children and parents who have completed the relevant Zoom form. This is a catch up for the children and myself to see them and engage in a class activity to keep the sense of class spirit and engagement. Activities include: bingo, quizzes, work sharing and games.
 - Weekly Home learner of the Week certificates are uploaded to the class website page and sent to parents with an explanation as to why the child has received the certificate.
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- Liaise with HL in terms of support for SEND pupils.

Class 4 – Mrs Whayman-Bailey

- Write a letter to parents to explain the expectations for home learning upon closure. Offer the option for parents to email photos of work to the office email. Details include links to the school's webpage and the class page, office email, my work email and school contact details.
- Provide weekly planning for teaching ideas in grammar, reading, writing, maths, PE and other subjects related to term's topic. The document has links embedded within to make it easier for children to access their learning. This is emailed to the parents by the end of day on the Friday ready for the new week and is also uploaded to the Class 4 webpage. Supporting documents from this plan are also sent to parents via email as well as being uploaded onto [class 4 page](#).
- A daily video is posted ready for each new learning morning, where I explain what the activities are for the day. A small message from me explaining lessons and expectations for each day.
- Most parents are contacted by phone every week. If I have not been able to get hold of a parent, I will contact them via email and call the following week. Emails to me from parents are answered within 24 hours. Where parents have shared a child's work, a response via email is made so children receive personal feedback on their work to improve it and stay motivated.
- Pictures of children's work and other activities is loaded on to the class webpage weekly so children's work is celebrated and the children remain connected
- Zoom call once a week with children who have completed the relevant Zoom form. This is a catch up for the children and myself to see them and engage in a class activity to keep the sense of class spirit and engagement. Activities include: bingo, quizzes, work sharing and games.
- Zoom call twice a week for PSHE and/or Philosophy for Children sessions. A chance to work with smaller groups of children and focus on specific topics
- Weekly Special Mention for children who have worked exceptionally well or have produced some fabulous work
- Liaise with HL in terms of support for SEND pupils.

➤ Providing feedback on work:

Class 1 – Mrs Croft and Miss Butler

- Provide parents with Teachers school email address to share work and communicate directly. – Personalised responses given within 24hours.
- Share work the Class 1 website with parental permission.
- Friday Zoom 'Show and Tell' session to share 'something' from their weeks learning.
- Virtual feedback on all Purple Mash Tasks. – Share hard work on the Class 1 Page of the schools website.
- Parents can upload photos and videos directly to Evidence Me (consent dependent) – Teachers to provide weekly feedback linked to the seven areas of learning.

Class 2 – Mrs Bernard

- Provide parents with the office email address to share work being completed at home.
- Share work on school website completed at home with parental permission.
- Purple Mash work can be assessed and marked on the Purple Mash site.

- Work sent in via email can be looked over and feedback can be given back via an email or telephone call. If work is brought back in after the period of self-isolation will be marked and feedback as required.

Class 3 – Miss Holmes

- Provide parents with the office email address to share work being completed at home.
- Share work on school website with parental permission.
- Purple Mash work can be assessed and marked on the Purple Mash site. Children receive feedback and any work they need to re-do.
- Work sent in via email can be looked over and feedback can be given back via an email or telephone call. If work is brought back in after the period of self-isolation will be marked and feedback as required.

Class 4 – Mrs Whayman-Bailey

- Provide parents with the office email address to share work being completed at home.
- Share work on school website with parental permission.
- Work sent in via email can be looked over and feedback can be given back via an email or telephone call. If work is brought back in after the period of self-isolation will be marked and feedback as required.

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

Class 1 – Mrs Croft and Miss Butler

- Teachers should contact all families via phone call on the second day of isolation to check in with them.
- An ongoing Parental Contact Log should be kept and sent to Headteacher each Friday.
- The weekly Zoom session should take place with two members of staff from Cadmore End School present and a parent must be present for the session. Controls need to be set so that children cannot take over control of the screen etc. The session should be recorded and saved.
- Any safeguarding concerns should be passed onto the DSL and handled using the flow chart as we would in school.
- Email communication aimed to be answered within 24hours.
- Vulnerable children/families will be contacted weekly if not in school. All other children/families to be contacted every two weeks.
- Purple Mash activities should be marked and responded to within 24hours.
- Any photos/videos uploaded to Evidence Me should be responded to weekly.
- Keep a record of contact during absence from school

Class 2 – Mrs Bernard

- Teachers should contact all families via phone calls on the first day of isolation to check in with them.
- Regular phone calls should be made at least once in the week if not emails have been sent or replied to.
- Any safeguarding concerns should be passed onto the DSL and handled using the flow chart as we would in school.
- Email parents back within 24 hours if they send an email to school.
- Keep a record of contact during absence from school

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Class 3 – Miss Holmes

- Teachers should contact all families via phone calls on the first day of isolation to check in with them.
- Regular phone calls should be made at least once in the week if not emails have been sent or replied to.
- Any safeguarding concerns should be passed onto the DSL and handled using the flow chart as we would in school.
- Email parents back within 24 hours if they send an email to school
- Keep a record of contact during absence from school

Class 4 – Mrs Whayman-Bailey

- Teachers should contact all families via phone calls on the first day of isolation to check in with them.
- Regular phone calls should be made at least once in the week if not emails have been sent or replied to.
- Any safeguarding concerns should be passed onto the DSL and handled using the flow chart as we would in school.
- Email parents back within 24 hours if they send an email to school
- Respond to any particular needs, e.g. contact with secondary schools or other providers, on the same day as requested in response to emails sent from local schools, Head or SENCO.
- Keep a record of contact during absence from school

➤ Attending virtual meetings with staff, parents and pupils:

Class 1 – Mrs Croft and Miss Butler

- Attend staff meetings as required in 'normal' working hours.
- Ensure weekly Zoom meetings take place in a safe environment for both staff and children- not in a bedroom and always with an adult present who is responsible for the child taking part in the meeting.

Class 2 – Mrs Bernard

- Provide a timetable of when children should try to complete work. We understand that every household is different. It is suggested that maths, English and spelling work is completed in the morning with topic work and more creative tasks to take place in the afternoon.
- Work with other staff in the class bubble, with phone calls, virtual meetings as necessary to support the learning during isolation/closure
- Attend staff meetings as required in normal working hours

Class 3 – Miss Holmes

- Provide a timetable of when children might want to complete work. We understand that every household is different. It is suggested that maths, English and spelling work is completed in the morning with topic, science and more creative tasks take place in the afternoon.
- Work with other staff in the class bubble, with phone calls, virtual meetings as necessary to support the learning during isolation/closure

- Attend staff meetings as required in normal working hours
- Ensure meetings take place in a safe environment for both staff and children- not in a bedroom and always with an adult present who is responsible for the child taking part in the meeting.

Class 4 – Mrs Whayman-Bailey

- Provide a timetable of when children might want to complete work. We understand that every household is different. It is suggested that Maths, English and spelling work is completed in the morning with topic, science and more creative tasks take place in the afternoon. There is an expectation for UKS2 pupils to do 1.5 hours of Maths and English on a daily basis. Children will be expected to follow the scheme of work that has been sent to them, however if parents wish to do any additional home learning/creative activities e.g. forest walks or painting projects, they can do so and can provide pictures via email.
- Work with other staff in the class bubble, with phone calls, virtual meetings as necessary to support the learning during isolation/closure
- Attend staff meetings as required in normal working hours

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between Monday – Friday 9am – 3pm.

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:

- Preparing paper packs for children
- Liaising with the SENCO and class teacher in preparing specific packs for SEN children
- Carrying out tasks set by the class teacher or headteacher.

2.3 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 by holding regular meetings with teachers, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for:

- Ensuring the safeguarding of all children who work from home. Please refer to Cadmore End Child Protection Policy Annexe Covid-19 [here](#)

2.5 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Support their child in making sure all work is completed
- 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

2.6 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

3. Who to contact

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

- Issues in setting work – talk to the relevant subject lead or SENCO
- Issues with behaviour – talk to the headteacher or SENCo
- Issues with their own workload or wellbeing – talk to the headteacher
- Concerns about data protection – talk to the headteacher
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 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 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 must have written parental permission before publishing any of the children's work or photos on the school website.

4.2 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. Staff are encouraged to use school laptops. 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 or any memory stick 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

5. Safeguarding

- Please refer to Cadmore End Child Protection Policy Annexe Covid-19 [here](#)

6. Monitoring arrangements

This policy will be reviewed after each partial closures by the headteacher. At every review, it will be approved by the SLT and shared with governors

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement (pupils at school)
- Home-school agreement (pupils working from home)
- ICT and internet acceptable use policy
- Online safety policy