The Shade Primary School

Remote Learning Policy

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This policy has been created to support our delivery of remote learning during the COVID-19 pandemic.

The following policy outlines how The Shade Primary School approaches remote learning when pupils are learning at home because they are having to isolate or stay at home due to local or national lockdown. Our remote learning offer compliments the face-to-face learning provision in school.

A blended learning approach is one where pupils engage with learning through electronic and online media platforms as well as face-to-face teaching. This ensures that pupils are given equal opportunities to access the curriculum, whether learning in school or remotely at home. The resulting experience facilitates the creation of an interactive learning environment, where the teacher is able to assess and guide children as they apply concepts and engage creatively with learning.

We are committed to giving pupils access to learning activities that match their needs, building upon prior learning and in line with our curriculum offer. Staff will use a range of digital platforms to deliver remote learning, including: MS Teams, White Rose Online and The Oak National Academy.

Aims for Our Remote Learning Offer

At The Shade Primary School, we will provide a remote learning offer that meets the DfE requirements. We will:

- *set children meaningful and ambitious work each day in a number of different subjects, maintaining a broad and balanced curriculum.*
- *give children at least one live learning opportunities each day where children can interact with their teachers and peers.*
- *deliver a carefully planned and well-sequenced curriculum so that knowledge and skills are built upon incrementally, with consideration to progression of learning in each subject.*
- *provide clear explanations of new content, delivered through high-quality curriculum resources and pre-recorded videos of a member of The Shade staff team.*
- *Use AFL to assess how pupils are progressing through the curriculum, using questions and other suitable tasks*
- *provide timely (same day in the majority of cases) feedback in response to submitted learning outcomes*
- *adapt pace and pitch of learning opportunities to match need, including meeting the needs of pupils with SEND*
- *provide a minimum daily programme of learning at KS1 and KS2 – in line with Government expectations and matching the length of time that pupils would be learning within school*

Resources
Pupils will have access to the following resources when learning remotely:
- *A weekly overview or learning.*
- *Work posted daily on ClassDojo or Microsoft Teams daily.*
- *Live learning opportunities delivered through MS Teams (local and national lockdown)*
- *The Oak National Academy*
- *White Rose mathematics work books and online lessons*
- *A weekly celebration assembly (local and national lockdown)*
- *KS2 Guided reading of class core text. KS1 Shared story and reading comprehension.*
- *Online safety advice – accessed via our school website*
- *Mindfulness activities – including art and physical education*
- *SHINE maths intervention materials*

Please refer to our Remote Learning Offer - [The Shade Primary School - Remote Learning](#) - for more detailed information regarding our remote learning offer for pupils isolating as a result of different circumstances: short term isolation, longer term isolation and bubble closure.

Roles and Responsibilities: Teaching and Learning

Teaching staff will:

- *Provide opportunities for new learning, as well as opportunities to reinforce and consolidate prior learning*
- *provide a balance of synchronous learning (where pupils and staff interact in real time in a specified virtual space) and asynchronous learning (where communication is not in real time)*
- *offer learning opportunities that are inclusive, and uphold the key principles of respect, fairness and equality*
- *ensure that e-safety is promoted and reinforced when pupils are required to access digital technology*
- *provide support and guidance for pupils to enable them to successfully engage with the remote learning approach*
- *seek to identify and produce appropriate educational resources*
- *foster an open pathway for communication between home and school – using class specific email addresses*
- *provide learning materials and feedback to submitted learning outcomes in a timely manner*
- *adhere to government Health and Safety guidelines regarding use of screens.*
- *Ensure that children that are not engaging in remote learning are followed up by staff to offer support to overcome any existing barriers.*

Pupils will:

- *demonstrate respect and make the most of synchronous learning opportunities*
- *be expected to show positive learning attitudes when completing learning tasks.*
- *complete remote learning, as set by the class teacher, each day*
- *report any concerns that arise - through their access to technology - to a trusted adult*
- *Follow the school MS Teams guidance and expectations*

Parents and carers will:

- *support the school's aims and values*
- *foster an open pathway for communication between home and school, using class Dojo*
- *encourage and support their child so that they are able to successfully engage with set learning*
- *submit learning each day on ClassDojo, this may be scanned work, photographs or video.*
- *Follow the school MS Teams guidance and expectations*

Trustees and advisory body members will:

- *Monitor the school's remote learning offer to ensure that it is of a high quality*
- *Ensure remote learning systems are appropriately secure, for data protection and safeguarding reasons*
- *Provide support and challenge to the members of the school leadership team*
- *Monitor and promote pupil and staff wellbeing*

Guidelines for Teaching and Learning

Remote learning

During a period of isolation - within a bubble - the following steps will be taken:

Parents and carers and pupils will:

- *monitor Parentpay email and ClassDojo on a regular basis*
- *complete set remote learning and return to the class teacher*
- *access and review guidance documents and e-safety materials on the school website*
- *maintain communication with staff in school so that the impact of remote learning opportunities is maximised*

Staff will:

- *provide access to a broad range of learning opportunities, in accordance with the published remote learning offer*
- *Use assessment to inform the teaching and learning cycle*
- *Offer children face to face opportunities during the week so that children can see their class teacher and maintain relationships to support their wellbeing*
- *ensure that pupils have access to wellbeing and mindfulness tasks to promote positive mental health*
- *share timely feedback with pupils and parents and carers in response to queries and submitted learning outcomes*
- *monitor engagement with remote learning through engagement and attendance registers. These are then submitted to SLT for weekly monitoring. Information will be used to review provision, make changes and offer support as necessary*
- *work in partnership with families where SEND may represent a barrier to learning, to ensure that children are able to learn and progress remotely*
- *Report any Safeguarding or engagement concerns to SLT.*

Engagement

We have a responsibility to ensure that we monitor pupil engagement with remote learning. Where concerns are raised, these will be shared with parents and carers as quickly as possible. Class teachers will update a daily/weekly engagement record (0, 1, 2 rating), noting the extent to which pupils have engaged in live learning and submitted work.

Where there are repeated patterns of disengagement, the class teacher will contact parents and carers to discuss barriers and explore support that may be put in place to ensure greater engagement moving forwards. Following communication with parents and carers, an increase in levels of engagement would be expected. Any further concerns will be supported by SLT.

Guidance for Parents and Carers

The following are supportive suggestions for parents and carers:

- *On school days, plan the day out in advance with children using the supplied weekly schedule. Doing this will help to reduce pressure and anxiety.*
- *Not all activities will require direct adult support; therefore, plan so that children can undertake some activities independently in order to ensure that you can continue to work at home, if necessary.*

- *It is important to make sure that children are not working online all day. Factor in time for breaks, lunch, shared activities, time outdoors and fresh air.*
- *Access to a variety of different activities such as board games, puzzles or outdoor games can help children to further develop skills such as problem solving, turn taking, cooperating with others and resilience.*
- *We have exercise books in school that are available for recording. We do not expect work to be printed, if you do require printed copies of any work then these can be requested from the school office.*
- *Please contact the class teacher or the school office if you have any problems including any barriers to technology.*

Data Protection

Accessing personal data

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

- *connect to the school network using only an authorised data connection*
- *avoid the use of personal devices for the delivery of remote learning, unless prior consent from the headteacher has been sought*
- *use school specific email addresses or ClassDojo to communicate with parents and carers*
- *ensure that emails shared with multiple families are sent using bcc so that email addresses are not visible to all recipients*
- *store recordings of MS Teams meetings are stored within MS Team or on the school server*

Processing personal data

Staff members do not need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Staff will contact families using the telephone numbers we have in the school office.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure.

This includes, but is not limited to:

- *keeping devices password-protected – strong passwords are at least 8 characters long, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbols)*
- *making sure that devices lock if they are left inactive for a period of time*
- *not sharing the device with family or friends that are not employees of The Shade Primary School or Staploe Education Trust*
- *using the installed antivirus and anti-spyware software and reporting concerns regarding viruses to the ICT Systems and Strategy Manager*
- *keeping operating systems up to date; installing updates as they become available*

Safeguarding

The school's Child Protection Policy has been reviewed to reflect the current situation. The safety and wellbeing of our children and staff is a priority. If families have any safeguarding concerns while the school is closed, they should contact the school in the following way:

- *Mrs Segust, Headteacher & Designated Safeguarding Lead*
- *Mr Ratcliffe, Assistant Headteacher & Deputy Safeguarding alternate*
- *Miss Goldsack & Mrs Corley, Safeguarding alternates*
- *Email: safeguarding@shade.cambs.sch.uk*

Safe and Wellbeing Checks

Through our commitment to support children and their families, contact will be maintained with families throughout the time that learning is being accessed remotely. Staff will monitor when children are joining live sessions and when they have spoken on the phone.

Where contact has not been established twice during in a week (Monday to Friday), class teachers will telephone families; further concerns regarding contact will be escalated in line with the safeguarding and child protection policy.

E-Safety

An essential part of our remote learning offer is ensuring that children working online have very clear reporting routes. This will ensure that they or their parents and carers are able to raise any concerns whilst online. As well as reporting routes back to us in school, I would like to signpost families to the following sites for advice about online safety - you may like to explore aspects of these sites with your children:

- Childline- for support
- UK Safer Internet Centre- to report and remove harmful online content
- CEOP- for advice on making a report about online abuse

Sites containing support for parents and carers regarding how to keep children safe online include:

- Internet matters
- Net-aware
- Parent info
- Thinkuknow
- UK Safer Internet Centre

Wellbeing

Supporting children's emotional wellbeing and mental health is something that we take very seriously. Our Emotional Health and Wellbeing page should be visited for useful information that can be accessed to help and inform parents and carers of ways in which they may support their child at home. If parents and carers have specific concerns regarding their child's emotional wellbeing and mental health, they should contact the school office.

Monitoring arrangements

This policy will be reviewed following the completion of a self-isolation period in the event that a bubble is closed and fortnightly during staff meetings. This will ensure that the policy is dynamic and responds to the needs of the children and the emerging capability of the technology.

Links with other policies

This policy is linked to our:

- *Positive behaviour policy*
- *Safeguarding and child protection policy, including coronavirus addendum*
- *Data protection policy*
- *Code of conduct for all adults*
- *Acceptable use policy*
- *ICT e-safety policy*