

St John's Church of England School

'I can do everything through Christ, who gives me strength'

Philippians 4:13



REMOTE LEARNING POLICY

Reviewed: May 2024

To be reviewed: Summer 2027

Reviewed by Shannon Dominic

Core Values

Vision

'.....I can do everything through Christ who gives me strength'. Phil 4:13.

At St John's we foster an ethos deeply rooted in the Bible, underpinned by **faith** and committed to educational excellence. In our community we respect that everyone is uniquely made in the image of God. We grow together in **wisdom, compassion, strength** and instil a sense of **hope** for all to flourish.

'We make a difference'

Core Values

Faith – Is being sure of what we hope for and certain of what we do not see

Strength – God presents us with the strength to build and progress in our life and the lives of others.

Compassion – We are fair, we care and show understanding towards others.

Wisdom – Building confidence, discipline and knowledge to fully develop our talents in all areas of our lives.

Hope – Coping wisely with situations that will help guide us into fulfilling our aspirations

Statement of Aims

We are a Christian School working together to inspire and empower each child to lead a happy and fulfilling life.

We:-

- Work together and be the best we can.
- Care for and support one another.
- Respect and value one another and the environment.

Our aims are to work together and be the best we can; to care for and support one another and to respect and value one another and the environment.

1.Introduction and Aims

This is an adaptable remote learning policy which aims to clarify expectations and safeguards for staff working remotely. St John's has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful, meaningful, creative, and broad. Our strategy for remote learning aims to continue this. We understand the need to continually deliver high quality education, including during periods of remote working. In line with advice and guidance from DfE, a range of work will be planned that can be completed both online and offline and takes into account the teachers' knowledge of the students' ability as well as taking into consideration that not all students will have access to technology all of the time.

This Remote Education Policy aims to:

- Ensure continuity of learning and the curriculum for all pupils in the event of pupils needing to self-isolate or a local/national lockdown
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school through use of quality online and offline resources and teaching videos.
- Set out clear expectations for all members of the school community with regards to the delivery of high quality, interactive remote learning
- Support effective communication between the school and families.
- Provide appropriate guidelines for data protection and safeguarding for all stakeholders.

2.When is this policy applicable?

This remote learning policy has been written as guidance for staff and parents during the time that schools are closed due to COVID-19 and beyond. It sets out the systems and technology that staff will use to continue the learning experience for our young people, and details how they can be used effectively and safely, while allowing for the differing needs of families.

The remote learning plan will be applied in the following instances:

1. When individuals are self-isolating because of a positive test or symptoms within the household; they are demonstrating symptoms; they have been identified as a contact by NHS Test & Trace.
2. When a class or year group bubble are self-isolating because of a positive case within a bubble.
3. When there is a local or national lockdown where the school is closed for all pupils except key workers and vulnerable pupils.

The plan complies with the expectations and principles outlined in the DfE document Guidance for Full Opening of Schools and is guided by the following principles.

3.Use of remote learning

All pupils should attend school, in line with our attendance policy. We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- Occasions when we decide that opening our school is either:
 - o Not possible to do safely
 - o Contradictory to guidance from local or central government

- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness.

4. What online learning will look like:

- Children will receive learning opportunities for a range of subjects each day.
- Learning will be aligned with our current curriculum.
- High quality explanations will be made by the teacher and/or other educational sites such as pre-recorded videos, White Rose Maths videos, Oak National Academy content, BBC Bitesize, Khan Academy, Letters and Sounds content and others.
- Quality PowerPoints will be provided to aid online learning.
- Differentiated worksheets and tasks will be provided to ensure all children can access work.

Work will be checked through uploads to Google Classroom

- Lessons will aim to be of the equivalent length of a normal school day.
- Adapted resources will be provided to support pupils with additional needs – using content created by the school and supplemented alongside other resources.
- Pupils can send any completed work to their teachers via the submit tool on Google Classroom or by sharing with teachers directly on Google Drive

5. Home and School Partnership

St John's Church of England School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families to suit their individual needs.

St John's Church of England school will provide an online training session and induction for parents on how to use Google Classroom and other platforms where appropriate. Please contact the school if you are experiencing difficulties in accessing Google Classroom.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend having a structured timetable. For example,

9.00 – 10.15	Learning session one
10.15 – 10.45	Break
10.45 – 12.00	Learning session two
12.00 – 1.00	Lunch
Afternoon	A variety of online learning/ creative activities and a physical activity of some sort e.g walk to the park, a bike ride, playing in the garden etc.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and we will support you with alternative solutions. These will be discussed on a case-to-case basis.

We encourage parents to follow the advice outlined in the 'digital 5 a day' framework <https://www.childrenscommissioner.gov.uk/digital/5-a-day/> which provides practical steps to support a healthy and balanced digital diet.

All children sign an 'Acceptable Use Policy' at school which includes Online safety rules, and this applies when children are working on computers at home.

6.Roles and responsibilities

Teachers

Teachers will work collaboratively with the rest of their year group team. Teachers will be responsible primarily for the remote learning of their own class but depending on the circumstances they may also be asked to provide remote learning opportunities for children across their year group. When providing remote learning, teachers will be available between 8:30am and 3:40pm on their working days for children to contact.

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 providing remote learning, teachers are responsible for:

- Preparing pre-recorded video content teaching key concepts and story-time
- Setting work:
 - ❖ Teachers will set work for the pupils in their class.
 - ❖ The work set should align as closely as possible to the planned curriculum.
 - ❖ Provide feedback on work where necessary.
 - ❖ Keep in touch with pupils who aren't in school and their parents.

If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement.

They are also responsible for providing work for the children, as a minimum:

- 3 hours a day on average across the cohort for Key Stage (KS) 1, with less for younger children
- 4 hours a day for KS2
- The work should be uploaded, where possible, by 5pm the day before
- The work should be uploaded to Google Classroom
- Staff should liaise with their year group partner and Phase Leader to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.

- Provide feedback on work on Google Classroom
- Keep in touch with pupils who aren't in school and their parents (note that you should consider pupils' age and stage of development or need here, for example children in KS1 or younger may need more parental involvement than older pupils):
 - ❖ If the school is closed over an extended period, staff should make regular contact using a Google meet/ Google classroom at least once a week, and a google meet or phone call for any vulnerable children in addition (so at least 2x weekly contact).
 - ❖ Complaints or concerns shared by parents and pupils and any safeguarding concerns will be dealt with following usual school policies and practices.
 - ❖ Any behavioural issues, such as failing to complete work, will be dealt with by communication between the class teacher and the parent, involving SLT as appropriate and according to usual school policy and practice.
 - ❖ opportunities for regular interaction will occur during class Google meets.
- Attending virtual meetings with staff, parents, and pupils:
 - ❖ Usual school dress code always applies for staff.
 - ❖ Locations - always ensure professional (avoid areas with background noise, nothing inappropriate in the background)

Teaching assistant

Teaching assistants will be available for their normal working hours. During the school day, the teaching assistant will:

- ❖ Liaise with the class teacher in order to be fully informed of the week's planning.
- ❖ Prepare materials to support pupils with additional needs.
- ❖ Send any resources to the teachers in time for them to be uploaded on to Google Classroom
- ❖ Support the engagement of pupils.
- ❖ Contact groups of children they normally support in class to ensure that they are accessing the work and to offer help and guidance where necessary.
- ❖ If appropriate, prepare short, pre-recorded videos for identified pupils or story-time sessions for the class.

Subject Leaders

- ❖ Provide support for staff across the school in their subject area.
- ❖ Direct towards useful content to support the remote education of their subject.
- ❖ Provide ideas and suggestions for approaches.
- ❖ Reach out for feedback from staff, pupils, and parents regarding the remote learning of their subject area.

Phase Leaders

- ❖ Lead planning sessions with the year group teams to ensure successful implementation of remote learning.

- ❖ Monitor engagement of pupils across the Phase
- ❖ Support year group colleagues.
- ❖ Deploy support staff to tasks that support pupils with additional needs accessing the curriculum.

ICT Technician and IT curriculum lead

The ICT technician/ Curriculum Leader is responsible for:

- ❖ Fixing issues with systems used to set and collect work.
- ❖ Helping staff with any technical issues they are experiencing.
- ❖ Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- ❖ Assisting pupils and parents with accessing the internet or devices

Senior Leadership team:

Headteacher

- ❖ Set the strategic direction and expectations related to remote learning.
- ❖ Ensure that all policies are in place and provision is in place for all pupils.
- ❖ Ensure that training and support is in place for all staff and that they are familiar with using the various platforms.
- ❖ Maintain regular and clear communication with staff, pupils, and parents.
- ❖ Carry out regular surveys with stakeholders and adjust course if necessary.

Assistant Headteachers (Designated Safeguarding Officer)

- ❖ Support the HT with the points above.
- ❖ Set the strategic direction with regards to safeguarding and support for vulnerable pupils
- ❖ As Designated Safeguarding Leaders manage and deal with all safeguarding concerns.
- ❖ Ensure that appropriate support and provision for vulnerable pupils is in place.

Alongside any teaching responsibilities, Senior and Phase leaders are responsible for:

- ❖ Monitoring the remote learning approach across the phases - including monitoring of engagement.
- ❖ Monitoring the effectiveness of remote learning across their phase – through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- ❖ Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The SENDCO (Assistant Headteacher)

- ❖ Liaising with the ICT technician to ensure that the technology used for remote learning is accessible and that reasonable adjustments are made where required.
- ❖ Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans or Learning support plans.

- ❖ Supporting staff with the identification of the level of support required for pupils with additional needs.
- ❖ Supporting staff to adapt resources and ensure appropriate provision is in place for pupils with additional needs.
- ❖ Oversee any additional support – phone-calls; additional Zoom sessions etc. – that is in place for pupils with additional needs.

The School Business Manager

- ❖ Ensuring value for money when arranging the procurement of equipment or technology.
- ❖ Ensuring that the school has adequate insurance to cover all remote working arrangements.

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.

Pupils and Parents

Staff can expect pupils learning remotely to:

- ❖ Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time.
- ❖ Access the work set by teachers and work through the daily tasks set.
- ❖ Complete work to the deadline set by teachers.
- ❖ Seek help if they need it, from teachers.
- ❖ Alert teachers if they are not able to complete work.

Staff can expect parents with children learning remotely to:

- ❖ Make the school aware if their child is sick or otherwise can't complete work.
- ❖ Seek help from the school if they need it - staff should refer parents to the relevant page on Google Classroom
- ❖ Be respectful when making any complaints or concerns known to staff.
- ❖ Be mindful of the number of emails sent to the class teacher and we would request that parents and carers wait for at least 48hrs before following up on any lack of reply.

7. Communication

- Teachers are to attempt to make contact with any pupils who are not accessing the work set, in order to offer support during periods of absence.
- Contact should be polite and encouraging. Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly.
- Unless it has been necessary to close an entire bubble, staff will still be engaged in teaching during the school day. Work will be upload ready for 9am, however the teacher will not

necessarily be contactable during this time. Staff can review and respond to work emails between 3.45 and 5.30pm, Monday – Friday, during term time but are not expected to respond to emails over the weekend.

8.Safeguarding/Data Protection

Accessing personal data

When accessing personal data, the following protocols will be followed:

- Teachers will access parent contact details via Arbor using a secure password. These details will not be shared with any third parties and Arbor will always be logged off.
- Only school laptops should be used when accessing any personal information on pupils.

Sharing personal data

Staff members will only collect and/or share personal data such as emails or phone numbers as part of the remote learning system when absolutely necessary. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

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
- Antivirus and anti-spyware software has been installed by the school.
- Keeping operating systems up to date – always install the latest updates.

9.Links with other policies

This policy is linked to our:

- Safeguarding Policy
- Behaviour Policy
- Data protection policy and privacy notices
- Online safety acceptable use policy