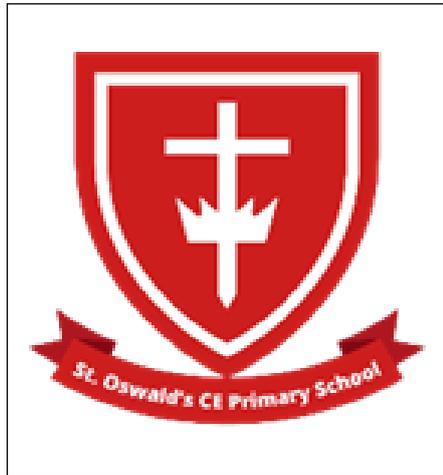


St. Oswald's Church of England Primary School **Remote learning Policy**



'Train up a child in the way he should go and when he is old, he will not depart from it.'

Proverbs 22:6

Through basing our vision on the bible teaching above we will promote an inclusive school community, rooted in mutual respect, understanding and kindness towards others.

'Life in all its fullness.'

John 10:10

In living out the statement above our vision is to develop resilience and a love of learning, which will enable the children to achieve their aspirations.

Monitoring and Evaluation

The Head Teacher shall have oversight of this policy and ensure all staff follow procedures and that these are carried out.

The effectiveness of this policy shall be monitored during Governor's meetings.

Date approved	Next Review Date	Signed by
September 2023	September 2024	

Content

- 1. Purpose**
 - 2. Audience**
 - 3. British Values**
 - 4. Curriculum Intent**
 - 5. Implementation**
 - 6. Links with other policies**
-

1. Purpose:

The purpose of this document is to record the school's approach to remote learning. This policy will record current practice in response to current expectations. It should be read in conjunction with the Online Safety, Acceptable Use and Child Protection policies.

2. Audience:

This document is intended for all teaching staff, and all staff with classroom responsibilities. It is also intended for school governors, LA inspectors / advisers, parents and inspection teams. Copies are provided for all teaching staff on the school's staff shared drive and available on request.

3. British Values:

Through its vision, curriculum, extra-curricular activities, teaching and learning, St. Oswald's Church of England Primary School will promote British values. By doing so, we will ensure that all learners understand the values that have traditionally underpinned British society. The implicit and explicit teaching of these values will promote cohesiveness within our school and community. As a UNICEF Rights Respecting school, we believe:

This policy links to Articles 28 & 29:

Article 28: (Right to Education)

Every Child has the right to education. Primary education should be free...

Article 29: (Goals of Education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

4. Intent:

At St Oswald's, when remote education is needed to be delivered, a programme of work that's of equivalent length to the core teaching pupils would receive in school will be provided. Assignments will be set that give pupils meaningful and ambitious work each day in a number of different subjects, and pupils' engagement with these assignments will be monitored. Through remote learning, we will teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what's intended to be taught and practised in each subject. We will provide frequent explanations of new content through curriculum resources and/or videos or this will be delivered by the class teacher. Marking submitted work, using questions and other suitable tasks will help us to gauge how well pupils are progressing through the curriculum. On-going feedback will enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding

This remote learning policy for staff aims to:

Ensure consistency in the approach to remote learning for all pupils who aren't in school

It sets out expectations for all members of the school community with regards to remote learning and provides appropriate guidelines for data protection.

5. Implementation:

Remote learning for Key stage 1 and 2 will be set using Google Classrooms. EYFS work will be set through Tapestry. Where parents/ pupils do not have access to online resources hard copies of work will be provided.

Roles and responsibilities

Teachers:

When providing remote learning, teachers must be available between 8.45am and 3.30pm. 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:

For all pupils in their class or the lessons they teach.

The work set should be inline with that that would be delivered in class.

A daily overview of the work should be set and all work should be prepared and available by 6pm the day before.

For those children with limited access to devices paper of copies of work will be available wherever possible.

Consistency in planned work will be monitored across year groups and classes by subject leads and SLT.

Providing feedback on work:

Pupils can submit work via the Google classroom and Purplemash. For EYFS parents can submit photographic evidence of activities using the Tapestry app.

Feedback will be given as necessary (ie) To address misconceptions or mistakes or to praise effort or achievement.

A weekly face to face meeting via Google classroom will be offered to all pupils where at least two members of staff need to be present (see appendix).

Phone calls will be made to those children who do not hand in work regularly or have limited access to devices. EYFS will make a weekly phone call to parents.

Emails from parents and pupils will be answered during working hours (between 8.45am and 3.30pm in case of a total lockdown) or (between 3.30pm and 4.30pm if teachers are working in class).

Complaints or concerns from parents will be handled in the usual way (see complaints policy)

Safeguarding concerns will be reported to the DSL in the usual way (see policy) and should be recorded on CPOMs. (DSLs: Miss Emma Murtagh, Mrs J McNally, Mrs C Clarke)

Attending virtual meetings with staff, parents and pupils:

Dress code: See Appearance and Dress Code policy.

Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Teaching assistants:

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

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:

Supporting small intervention groups they teach. Setting appropriate tasks and giving feedback.

Attending virtual meetings with teachers, parents and pupils:

Dress code- see Appearance and Dress Code policy.

Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

Subject leads:

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 make sure all work set is appropriate and consistent.

Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other.

Monitoring the remote work set by teachers in their subject by ensuring curriculum maps are being followed faithfully.

Alerting teachers to resources they can use to teach their subject remotely

SENDCO:

The SENDCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy. During a period of enforced school closure the SENDCO will continue to:

Lead on liaison with SEND pupils at home and their families.

Ensure completion of necessary SEND paperwork and/or applications.

SLT:

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school.

Remote learning lead teachers: Clare Clarke, Alison Brunyee and Beth Hughes.

Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;

To oversee the on-going wellbeing of staff and pupils.

Designated safeguarding lead (Miss Emma Murtagh, Mrs J McNally, Mrs C Clarke)

See the safeguarding policy.

Pupils and parents

Staff can expect pupils learning remotely to:

Be contactable during the school day for feedback.

Try their best to complete work to the deadline set by teachers.

Seek help if they need it, from home or their teachers or teaching assistants

Alert teachers if they're not able to complete work.

Have fun completing their studies.

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/ children and encourage them to complete the work that is set.

Seek help from the school if they need it.

Be respectful when making any complaints or concerns known to staff.

Governors

The governing body is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

Supporting staff and pupil wellbeing;

Data protection

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

Access Google classrooms which is secure – See Appendix 1.

Set work and correspond with pupils using a school device

Data protection officer/ Google classrooms are responsible for:

Ensuring that that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Processing personal data

Staff members may need to collect and/or share personal data such as (such as email addresses or telephone numbers) 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.

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.

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

See all related safeguarding policies available on the school website, staff notice board and shared drive on the school network

6. Links with other policies

This policy is linked to our:

Acceptable Use Policy

Child Protection & Safeguarding Policy

Behaviour policy

Data protection policy and privacy notices

ICT policy

Online safety policy