



Remote Learning policy

This remote learning policy is underpinned by the school's vision and values:

Be happy: aspire, believe, achieve

Happiness is... the feeling you get when you help others and contribute to the world; when you work hard at something that was difficult to begin with; when you feel safe, cared for and respected; when you feel confident in your uniqueness and know where you are going.

Philippians 4:13

'I can do all things through Christ who strengthens me.'

1. Introduction

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools are expected to have the capacity to offer immediate remote education. Schools need to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

The principles below will be put into place for both whole school / local lockdown and partial isolation of groups or small numbers of children when school is still open.

Remote learning at Croft Primary School will consist of high-quality, sequential teaching and learning. Knowledge and skills are built incrementally, with clarity about what is intended to be taught and practised in each subject. It will allow for daily meaningful interaction between adults and children, which provides not only ambitious learning but also effective assessment and feedback through Microsoft TEAMS, Seesaw and Tapestry learning platforms. Our school is committed to offer as high a standard of learning remotely as would be offered in school.

Our curriculum is ambitious and designed to meet the diverse needs of the children who attend Croft School. It aims to provide all pupils with the knowledge, skills and cultural capital they need to succeed in life.

Our core aim is to continue to provide a remote curriculum that builds on pupils' individual talents and uniqueness and empowers our children to be:

- independent
- resilient
- emotionally intelligent

Our remote curriculum offers pupils the opportunity to develop these three key characteristics and cover a broad and balanced range of subjects. Our programme of remote learning offers a variety of teaching and learning strategies that will involve frequent contact with teachers. Teaching will be differentiated and provide both support and challenge as appropriate, to meet the needs of all children.

Younger children and some pupils SEND (Special Educational Needs and Disabilities) may not be able to access remote education without adult support so school will adapt teaching and learning materials accordingly. Pupils with high needs will be provided with modified learning to meet their needs.

Our plan for remote education has been devised in consultation with staff, governors and parents. We have evaluated what aspects of remote education worked effectively for parents and staff to meet the need of pupils.

2. Aims and Objectives

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 regard to remote learning
- Provide appropriate guidelines for data protection

3. Ethos for Home Learning

We believe that children learn best when they are taught in a relevant, meaningful and purposeful way and have opportunities to actively engage in rich and varied learning experiences. All year groups will ensure what is being provided for at home, matches what is happening within school and is of the same standard. These can be live or depending on the class, can be pre-recorded and sent to the child.

Within Early Years provision, the staff know that children learn best through 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, as your child's first educator your communication and interactions with them will help them thrive and feel secure during these uncertain times.

4. Teaching and Learning

Research has shown that: Recording videos has the highest positive impact on pupil sense of progress along with completing longer written tasks. Watching recorded videos outperforms live lessons online and watching other video materials online and completing learning tasks online has a more positive impact on pupil sense of progress than completing tasks on paper (*EduRio research on the impact of Covid-19 on schools, 2020*).

At Croft School, work will follow a clear daily schedule. We will:

- Prepare pupils by helping them develop self-efficacy skills such as ability to concentrate and self-directed learning.
- Make learning tasks and expectations as clear as possible.
- Implement a clear learning plan that is aligned between the teaching staff and targets 4-6 hours of learning per day as this has been shown to lead to the highest sense of progress and least stress.
- Employ a varied set of learning activities, combining information assimilation with creative activities that require active pupil involvement.
- Use technology to enable work that does not rely on it — the internet is great for communication and feedback, but paper-based work might work out better when technology access is limited.
- Treat our parents as partners in learning — assisting them with technology when needed, communicating the learning objectives with them, and helping them participate in the learning process.

4.1 Early Years

Every Early Years child who will not be attending school as a result of government guidance or the closure of a phase bubble will receive:

- A range of high-quality activities across all 7 areas of learning for the duration of their absence. These can be accessed via tapestry. In the event of no internet access activities will be provided.
- Access to daily adult interaction in the form of pre-recorded video messages.
- Teachers will prepare a weekly Pre-learning Overview that includes activities for the coming week. Pre-learning Overviews will be shared with parents and carers via Tapestry by 9.00am each Monday morning.
- Access to a daily Phonics session. Pre-recorded sessions will be uploaded to Tapestry each day from Letters and Sounds.
- Access to the appropriate phonics stage of reading book. This will be via Rising Stars ebooks or in the event of no internet access two reading books will be provided.
- Personalised next steps and communication with parents and carers via Tapestry.
- A range of stories and songs to share with their families. These can be accessed through tapestry. In the event of no internet access a sheet of songs and two library books will be provided.
- A list of helpful links and websites available to parents via tapestry or email.

- Parents can share their child's home learning on Tapestry, both of which will be checked and responded to on a daily basis by class teachers.

4.2 Years 1-6

Every Year 1 to Year 6 child who will not be attending school as a result of government guidance or the closure of a phase bubble will receive:

- A range of high-quality core and foundation subject activities that build on current learning for the duration of their absence that will support the development of pupils' independence, resilience and social and emotional intelligence. Remote learning will follow the school's recovery curriculum. Planned learning inside and outside of school will be asynchronous so that there is a smooth transition between school and remote learning. Teachers will provide a pre-learning overview regardless of closure or absence to provide families with a summary of learning that will take place across the coming week. In the event of remote learning being required, the class teacher will post a powerpoint slideshow of activities by 9.00am each day of closure or pupil absence due to government guidance on Seesaw.
- Pupils will complete and submit work via Microsoft TEAMS and Seesaw. In the event of no internet access paper copies of activities will be provided.
- Access to daily adult interaction in the form of Seesaw 'note posts', email, Microsoft TEAMS 'chat' and pre-recorded videos.
- Teachers will prepare a weekly pre-learning overview that includes all activities for the coming week. Pre-learning overviews will be shared with parents and carers via Seesaw by 9.00am each Monday morning. As the week unfolds, these may be develop / change however, staff will keep pupils and parents and carers informed via Seesaw.
- Pre-Learning Overviews will include the following (see appendix 1):
 - Weekly Social Action Challenge*
 - Christian Value Thought for the week*
 - Weekly Debate Question*
 - Daily Learning Activities for Maths, Reading, Writing (grammar and punctuation), Spelling and Phonics (Year 1, 2 and KS2 pupils who require further phonics work)*
 - Specific weekly activities for Physical Education and Religious Education and week-long topic activities for Science, Personal Social Health and Economic Education.*
 - Topic activities for current topics (History / Geography / Design and Technology / Art and Design / Modern Foreign Languages)*
- In the event of closure, the teacher will provide a daily welcome to all pupils at 9.00am via Seesaw in which they will not only give learning tips and introduce learning tasks but also wish any pupils 'happy birthday' and share other positive messages. It will be followed by a period when the teacher provides feedback to pupils.
- In the event of closure, teachers will connect with their class each day during closure in the following ways:
 - Monday Debate – in class debate around PSHE related issue*
 - Tuesday Class Quiz – in class quiz around current class topics*
 - Wednesday Whole Debate – whole school debate relating to whole school debate question of the week*
 - Thursday Whole School Quiz – whole school quiz relating to current topics*
 - Friday Exhibition – in class exhibition of pupils' work achievements throughout the week*
 - Friday Celebration Worship – Head Teacher-led Collective Worship via TEAMS*
- Teachers will provide regular pre-recorded videos (Seesaw) to support teaching and learning activities identified in daily powerpoints.
- If families struggle with access to technology, paper copies will be provided. If families cannot collect the packs, the teacher will arrange for someone to safely deliver the pack.
- Teachers will provide work for the year groups they are responsible for.
- The learning sent home will be of a high quality.
- Work will be differentiated to meet the needs of all children, particularly those with special educational needs.
- Opportunities for pupils to communicate with each other will be provided to reduce the risks of them feeling lonely.
- Work will be available daily.

4.3 Providing feedback on work:

- Adults in the classroom will give feedback to children in class following the school's marking and feedback policy, adults working remotely will give feedback via Microsoft TEAMS, Seesaw and Tapestry as necessary. Remote feedback can be typed, dictated or videoed. This helps children to maintain a sense of progress and reward, which, is particularly important when pupil motivation began to dwindle.

- Teachers are responsible for providing feedback and responding to children's home learning - this includes work uploaded to Tapestry, Seesaw and Microsoft Teams or paper copies returned to school.
- Where children are working remotely, the class teacher can delegate an adult to respond to work using Tapestry, Seesaw and Microsoft TEAMS.
- Marking of any written work should match the school's marking and feedback policy.

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

- Staff and pupils will correspond through Tapestry, Seesaw, Microsoft Teams during school hours.
- If families have technology and internet access, staff will communicate with them daily via Tapestry/Seesaw/ Microsoft TEAMS/email.
- If a pupil has to self-isolate, parents / carers will be given information on procedures and expectations for completing and submitting work.
- Pupils who are ill will not be sent work to complete.
- During the period of isolation, parents / carers will be contacted via telephone by the class teacher or Teaching Assistant to maintain regular contact with the pupil. This contact will also address any concerns such as failing to complete work and providing additional guidance and support.
- Staff are not expected to answer emails from parents and carers outside of working hours and should not respond to emails directly. All emails from parents and carers should be sent to admin@croft.dalesmat.org.
- Staff are not expected to respond to learning via tapestry, Microsoft TEAMS or Seesaw outside of working hours.
- Any concerns raised by parents or pupils in isolation will be dealt with following the school's safeguarding policy and recorded on CPOMS.
- Complaints or concerns shared by parents and pupils should refer to the school's complaints policy.

4.5 Attending virtual meetings with staff, parents, carers and pupils:

- In some circumstances, a virtual meeting may be appropriate.
- All pupils have an email and Microsoft TEAMS account and Microsoft TEAMS can be used to hold virtual meetings. We have been advised by our IT providers not to use Zoom.
- An agreed length of time and focus of the meeting should be agreed prior to the meeting.
- Backgrounds should be applied and where possible avoid areas with background noise or use audio only during meetings.
- Care should be taken to ensure that confidentiality and GDPR are maintained.
- School adults will follow the school dress code.
- Staff are within their rights to end a meeting at any point if they feel uncomfortable or threatened in any way.
- For staff working in school cover for virtual meetings will be arranged as required.

4.6 Home visits / Work Drop off:

- Staff will inform parents and carers when they and how they will drop off work at home.
- Parents and carers should inform school of where and when you will be visiting/dropping off work.
- Staff should follow Lone Working policy and procedures.

4.7 Roles and Responsibilities

All Staff

All staff should work together to meet the school's remote learning expectations whilst maintaining an appropriate work-life balance.

All teachers and teaching assistants should clearly know their roles and schedule for each day. Teaching assistant will be directed by the class teacher.

4.7.1 Teachers

- If a teacher is at home due to illness, then a partner / supply teacher / teaching assistant will be assigned to support the teaching input to the year groups.
- If a teacher is at home due to isolation they will continue to be responsible for providing remote learning for their class.
- When providing remote learning, teachers must be available between 9.00am – 3.30pm and be available to attend staff meetings, parent and carer consultations and planned CPD around this.

- If teachers 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. However, where possible, staff will be available to work outside of normal working hours, if sharing the caring responsibilities with other members of their family.
- All technical IT issues should be directed to OneIT using the desktop shortcut or by calling OneIT or by contacting the school's IT technician directly.

4.7.2 Teaching assistants

- If a teaching assistant is at home due to illness, then a partner / supply teaching assistant may be assigned to support the year groups.
- If a teaching assistant is at home due to isolation they will continue to be responsible for supporting the class teacher in providing remote learning for their class.
- When supporting remote learning, teaching assistants must be available between their usual contracted working hours and be available to attend planned CPD around this.
- If teaching assistants 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. However, if caring for a dependent, the member of staff, must try where possible to share caring responsibility so that they can continue to support the classroom teacher.

If a teaching assistant is required to isolate without sickness at home, teaching assistants can:

- Respond and feedback to children's work in Microsoft TEAMS, Seesaw and Tapestry.
- Join the classroom live via Microsoft TEAMS / Seesaw to contribute to online posts / videos / chat / messenger and / or support a group of children.
- Complete administration tasks to support class teacher / SLT

When assisting with remote learning, teaching assistants are responsible for:

- Monitoring pupils' work and providing feedback in person or online via Microsoft TEAMS, Seesaw and Tapestry.
- Uploading new content provided by the teacher to Microsoft TEAMS, Seesaw and Tapestry.
- Collating and / or preparing resources for physical resource packs.
- Attending virtual meetings, if necessary, with teachers, parents and pupils.

4.7.3 Senior leaders

For staff members, school leadership – its communication, clarity of decisions, and support given to staff – is the highest-correlating factor of their overall confidence in the school's response to Covid-19.

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. Building a plan of staff responsibilities and communication channels for various disruption scenarios.
- Ensuring that staff and pupils have access to appropriate technology to provide remote learning.
- Communicating, keep parents and staff members in the loop with as much transparency as possible.
- Monitoring the effectiveness of remote learning through meetings, discussions and gathering regular feedback from staff, pupils and parents and carers. Telling them when their thoughts have had an impact on your decisions and making adaptations to ensure that remote learning is effective.
- Designating a member of staff to each child to make sure every family is regularly checked upon.
- Supporting staff mental health and well-being and being pro-active to reduce staff workload.
- Working with the Online Safety Leader to monitor the security of remote learning systems, including GDPR and safeguarding considerations.
- Focusing on parental engagement at all times.
- Making sure that parents and pupils know about the well-being support available to them in the school at the onset of any new disruption. Preparing a list of support mechanisms to be used in case of emergency.
- Carrying out periodic reviews of collaboration and support quality between the school staff and SLT. Promoting one-on-one feedback sessions between staff members who have collaborated with each other. Making staff collaboration easy by using technology to enable remote and asynchronous collaboration. Seek opportunities for staff to work together. Ensuring there is a uniform and consistent approach from teaching staff.
- Nominating a SLT member to be responsible for the community and seek ways to improve cohesion and relationships between all stakeholders.

- Acknowledging the emotional complexity that comes with unpredictability and disruption. Communicate that to your staff as well as pupil families. Seek ways to understand and deal with it.

4.7.4 Designated safeguarding leads

The DSLs within school are responsible for upholding the safeguarding policy.

4.75 IT staff

OneIT manage the school's IT. OneIT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff, admin and SLT with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Supporting pupils, parents and carers and staff with accessing the internet or devices.

4.76 Pupils, parents and carers

Research has shown that parent perception of their child's learning progress was closely linked with how they felt their family was coping and their ability to support the child academically. This demonstrates the increasing importance of parents as partners in learning during disruption. Schools should develop parental involvement and support as an intrinsic part of the learning process.

Out of the various forms of parental support, discussing with children how their studies are going had the highest positive link with parent confidence in their child's progress. In primary school other activities such as time planning, helping the child find information and explaining tasks were all positively linked with progress.

(Edurio research on the impact of Covid-19 on schools, 2020).

We do not expect that all pupils, parents and carers will be able to adhere to our pupil, parent and carer agreement at all times however, we do expect that pupils and parents work towards the following when working remotely:

- Pupils reply to their teacher at their 9.00am greeting.
- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is unwell or otherwise can't complete work.
- 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 courteous and respectful when making any complaints or concerns known to staff.
- Parents will abide by the agreed code when taking part in virtual meetings (not recording virtual meetings; not sharing virtual meetings or resources on social media; both parents and pupils being dressed respectfully; appropriate language to be used within the meetings; following the ethos and values of the school – happiness: aspire, believe, achieve).

4.8 Parental Agreement (See Appendix 2)

- A COVID19 test will be completed if required and the result of the test will be confirmed with the school as soon as possible. If individuals are contacted via track and trace, they are required to inform the school as soon as possible and abide by the isolation requirements.
- With all forms of remote learning, everyone must conduct themselves in an appropriate manner including, verbal / written behaviour and conduct, dress, home environment. Any materials, live streaming or recordings are not to be shared in accordance with online safety policy.

4.9 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

4.10 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 leader, Head Teacher, SENCO / SEN Lead.
- Issues with behaviour – talk to the class teacher / Head Teacher
- Issues with IT – talk to IT network manager - OneIT
- Issues with their own workload or wellbeing – talk to the Head Teacher
- Concerns about data protection – talk to the Head Teacher
- Concerns about safeguarding – talk to the DSL

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

- School office via the school's admin email address admin@croft.dalesmat.org who will forward the email to the relevant staff member for action.
- Issue / concerns about safeguarding – contact Designated Safeguarding Lead (DSL) Mr Simon Robson
- Issues / concerns about online safety – contact DSL

4.11 Data protection

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). Mobile devices using to Microsoft TEAMS and email must have 2-step password / finger print protection.
- Changing passwords periodically.
- 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
- Ensuring antivirus and anti-spyware software (completed remotely by OneIT)
- Keeping operating systems up to date (completed remotely by OneIT)

Processing personal data

- Staff members may need to collect and / or share personal data 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.

4.12 Safeguarding

- Safeguarding policy has been updated to reflect the current situation.

4.13 Monitoring arrangements

This policy will be reviewed January 2021.

4.14 Links with other policies

This policy is linked to our:

- Behaviour policy
- Teaching and Learning Policy
- Child protection policy and coronavirus addendum to our child protection policy
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1:

	<h2 style="margin: 0;">Class 3 Learning Pack (example)</h2> <p style="margin: 0;">Week Beginning: 2.11.20 Core skills: Independence, resilience, social and emotional intelligence</p>
Social Action Challenge:	Think about an idea to celebrate the harvest festival in your community.
Christian Value Thought of the Week:	<p>Generosity</p> <p>'You will be enriched in every way so that you can be generous on every occasion, and through us your generosity will result in thanksgiving to God.' 2 Corinthians 9:11</p>  <p>Dear God, please help me to be generous so I can refresh others. Amen.</p>
Debate Question:	Supermarket should not send their waste food to food banks because it is out of date. Do you agree?
Curriculum Focus	Topic: History The Stone Age

Timetable

Day	Writing	Reading Vipers	Spelling	Maths	History
Monday	Introducing and sketching Stone Age Animals	Read text Vocabulary Questions	Practise with Rainbow spellings	Y3: Add/subtract 3 and 2-digit numbers – not crossing 10 Y4: Add 3 and 2-digit numbers – cross 100	History Stone Age Prehistoric Timelines
Tuesday	Fact Find Stone Age Animals	Infer Predict	Practise by colouring the vowels in green:	Y3: Add 3 and 2-digit numbers – crossing 10 or 100 Y4: Add two 3-digits – cross 10 or 100	History Stone Age Hunter Gathers
Wednesday	Fact Find Stone Age Animals	Explain Retrieve	Practise with pyramid spellings	Y3: Add two 3-digit numbers – not cross 10 or 100 Y4: Add two 4-digit number – one exchange	History Stone Age Skara Brae
Thursday	Non-chronological Report Investigating grammatical features	Summarise	Write definitions https://www.collinsdictionary.com	Y3: Add two 3-digit numbers – crossing 10 or 100 Y4: Add two 4-digit numbers – more than one exchange	RE Infant and adult baptism and the Holy Trinity
Friday	No writing – see spelling lesson – Unit 8	Reading for Pleasure	Test New spellings	Multiplication check Arithmetic Test	PE Cosmic kids - Yoga Supermovers

Appendix 2: Parental Agreement

We understand the challenges that parents and carers face when supporting children with home learning. As a result of feedback we have received, home learning for pupils at Croft Church of England Primary School is most effective by operating a flexible timetable.

We expect pupils, parents and carers to adhere to the following:

- Be courteous and respectful when making any complaints or concerns known to staff.
- A COVID19 test must be completed if required and the result of the test will be confirmed with the school as soon as possible. If individuals are contacted via track and trace, they are required to inform the school as soon as possible and abide by the isolation requirements.
- With all forms of remote learning, everyone must conduct themselves in an appropriate manner including, verbal / written behaviour and conduct, dress, home environment eg not recording virtual meetings; not sharing virtual meetings / videos / resources to protect the identity of all parties; both parents and pupils being dressed respectfully; appropriate language to be used within the meetings; following the ethos and values of the school – happiness: aspire, believe, achieve. Please refer to the school's acceptable use policy.

We **do not expect** that **all** pupils and parents will be able to adhere **all aspects of our parent agreement at all times** however, we do expect that pupils and parents **work towards** the following when working remotely:

- Pupils to reply to their teacher at their 9.00am greeting during closure.
- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if pupils are unable to complete work.
- Make the school aware if their child is unwell or otherwise can't complete work.
- Seek help from the school if they need it – this includes difficulties with work set by teachers and/or technology (hardware, software, home internet access).