

# Dunton and Wrestlingworth Church of England VC Lower Schools Federation

## Remote Learning Policy and Offer

**Reviewed by:**  
Nancy Sheehan

**Date:**  
January 2022

**Review Cycle:**  
3 months or before if required

**Next Review:**  
April 2022

**Minuted by FGB:** Delegated

### Links with other policies

Behaviour and Anti-Bullying policy

Safeguarding policy and coronavirus Safeguarding addendum 2020

Data protection policy and privacy notices

Home-school partnership

Code of Conduct for all Adults

Online safety policy

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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
- Provide appropriate guidelines for data protection

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available between 8:30 and 4:30.

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 and providing regular feedback.

See APPENDIX 1 for the required expectations regarding remote learning.

If children are not ill and are not completing set work teachers should first contact parents to see if further support is needed and if the situation does not change then make a member of the SLT aware.

Respond to parental concerns via phone (if possible to, conceal number), Google meet, Dojo or email.

### 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their usual 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 teachers with preparing/setting work where required
- Commenting/encouraging work on Google classroom (please ensure you are added to the relevant class)
- Where required attending virtual meetings via Google meet with teachers, parents and pupils

When holding virtual meetings teaching assistants should ensure the following:

- Only use Google meet accessed via work email address
- Dress in appropriate work clothing
- Ensure it takes place in a quiet communal area with nothing inappropriate in the background

### 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 meeting with teachers, reviewing work set and requesting feedback from parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.4 Designated safeguarding lead

The DSL and DDSLs are responsible for:

- Continuing to work with safeguarding partners to assist with existing family support and safeguarding cases
- Identifying where support is needed or acting on safeguarding concerns in a timely manner

## 2.5 IT

Please report any school IT issues to Partnership Education via the Office

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants supported by their parents

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is ill or otherwise can't complete work
- Seek help from the school if they need it via Dojo or email
- Be respectful when making any concerns known to staff
- Ensure Google meet sessions take place in a quiet communal area with nothing inappropriate in the background and they are able to hear the session taking place

## 2.8 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 colleague at federated school, Mrs Poultney, Mrs Watts or Mrs Sheehan
- Issues with behaviour – talk to Mrs Poultney, Mrs Watts or Mrs Sheehan
- Issues with IT – Partnership Education
- Issues with their own workload or wellbeing – Mrs Poultney, Mrs Watts or Mrs Sheehan
- Concerns about data protection – talk to Mrs Sheehan
- Concerns about safeguarding – talk to the DSL (Mrs Sheehan or DDSL (Mrs Poultney, Mrs Watts)

If parents have any questions or concerns about remote learning please contact the class teacher initially. If required this may then be followed up by contacting Mrs Poultney, Mrs Watts or Mrs Sheehan.

## 4. Data protection

### 4.1 Accessing personal data

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

- Access documents via Google drive, password protected documents sent by email and/or files saved on laptop provided by school
- Laptops provided by school should be used only

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil records and reports 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.

### 4.3 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
- Making sure your device is available for Partnership Education to complete updates where required

## 5. Safeguarding

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy.

Staff must report any concern immediately and without delay.

Where staff are concerned about an adult working with children, they should continue to follow the school policy.

## APPENDIX 1

### REMOTE LEARNING OFFER

#### REMOTE LEARNING CONTENT

The following work will be provided daily for children not in school:

During a national lockdown the bold provision will also be provided

#### EYFS (RECEPTION)

AM	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Phonics Maths activities	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Phonics Maths activities	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Phonics Maths activities	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Phonics Maths activities	<b>½ hour live teacher time via Google meet (Google Classroom) T</b> Phonics Maths activities
PM	Lunch	Lunch	Lunch	Lunch	Lunch
	Activities linked to areas of learning including physical activity  <b>Live/recorded story time</b>	Activities linked to areas of learning including physical activity  <b>Live/recorded story time</b>	Activities linked to areas of learning including physical activity  <b>Live/recorded story time</b>	Activities linked to areas of learning including physical activity  <b>Live/recorded story time</b>	Enrichment activities (Friday Club)

#### KEY STAGE 1 (3 hours)

AM	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Year 1 Phonics Year 2 English continuation of planned learning for the half term and/or phonics if required  <b>Video starter</b> White Rose maths continuation of	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Year 1 Phonics Year 2 English continuation of planned learning for the half term and/or phonics if required  <b>Video starter</b> White Rose maths continuation of	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Year 1 Phonics Year 2 English continuation of planned learning for the half term and/or phonics if required  <b>Video starter</b> White Rose maths continuation of	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Year 1 Phonics Year 2 English continuation of planned learning for the half term and/or phonics if required  <b>Video starter</b> White Rose maths continuation of	<b>½ hour live teacher time via Google meet (Google Classroom)</b> Year 1 Phonics Year 2 English continuation of planned learning for the half term and/or phonics if required  <b>Video starter</b> White Rose maths continuation of

	planned learning for the half term	planned learning for the half term	planned learning for the half term	planned learning for the half term	planned learning for the half term
<b>PM</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
	Week 1 Science Week 2 DT/ Music  <b>Live teacher time via Google meet (Google Classroom)</b>	Week 1 RE Week 2 PSHE/Art  <b>Live teacher time via Google meet (Google Classroom)</b>	Week 1 History Week 2 Geography  <b>Live teacher time via Google meet (Google Classroom)</b>	PE	Enrichment activities (Friday Club)

### **KEY STAGE 2 (4 hours)**

<b>AM</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	½ hour live teacher time via Google meet (Google Classroom)  Hamilton English continuation of planned learning for the half term  <b>Video starter</b> White Rose maths continuation of planned learning for the half term	½ hour live teacher time via Google meet (Google Classroom)  Hamilton English continuation of planned learning for the half term  <b>Video starter</b> White Rose maths continuation of planned learning for the half term	½ hour live teacher time via Google meet (Google Classroom)  Hamilton English continuation of planned learning for the half term  <b>Video starter</b> White Rose maths continuation of planned learning for the half term	½ hour live teacher time via Google meet (Google Classroom)  Hamilton English continuation of planned learning for the half term  <b>Video starter</b> White Rose maths continuation of planned learning for the half term	½ hour live teacher time via Google meet (Google Classroom)  Hamilton English continuation of planned learning for the half term  <b>Video starter</b> White Rose maths continuation of planned learning for the half term
<b>PM</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
	PE	Week 1 Science Week 2 DT/French  <b>Live teacher time via Google meet (Google Classroom)</b>	Week 1 RE Week 2 PSHE/Art/Music  <b>Live teacher time via Google meet (Google Classroom)</b>	Week 1 History Week 2 Geography  <b>Live teacher time via Google meet (Google Classroom)</b>	Enrichment activities (Friday Club)

**Individual teachers will provide you with the live teacher times. We will stagger them across Key Stages to allow for children sharing devices and internet/wifi quality.**

### **TEACHING**

**The same curriculum is being taught in school and provided for remote learning.**

We will use a mixture of:

- Live teacher time/recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Websites/online learning packages i.e. Purple Mash and ActiveLearnPrimary supporting the teaching of specific subjects or areas, including video clips or sequences

For children with SEND, teachers and TAs will liaise with parents to provide the appropriate learning to meet the child's needs.

## **ACCESSING REMOTE LEARNING**

For accessing activities we will use Google classroom.

- Work will be set the day before it is required to be completed by 7pm
- Children will upload images or work to their Google classroom

For accessing live teacher time children will log on to their Google classroom account and click on the Google meet link.

Children unable to access digital technology will be loaned equipment where possible or paper based learning will be provided.

## **ENGAGEMENT AND FEEDBACK**

**We will be following our usual planned curriculum to minimise disruption to the children's learning and progress.**

We expect the children to engage daily with the activities but recognise they may not complete them all.

Parents need to provide a routine to enable children to learn with regular breaks.

We will aim to check the child's engagement with the learning daily and leave regular feedback.

Parents should message the class teacher if any support is required with the learning or their child's engagement. Should the teacher see that a child is not apparently engaging with the learning they will phone the parent to offer support.

## **ASSESSMENT**

The teacher will note your child's achievements as part of their ongoing assessment and alter the learning accordingly.