

# REMOTE LEARNING POLICY



**CLAINES**  
CE PRIMARY SCHOOL

AT CLAINES CE PRIMARY SCHOOL, WE HAVE A STRONG COMMITMENT TO ENSURING CHILDREN FLOURISH AND SUCCEED TOGETHER AS PART OF A STRONG SCHOOL COMMUNITY. DRIVEN BY SOME OF OUR KEY VALUES OF RESPECT AND COMPASSION, WE ARE INCLUSIVE AND COMMITTED TO THE INDIVIDUAL CHILD. WE AIM FOR A SCHOOL WHERE EVERYONE IS TREATED WITH DIGNITY AND VALUED FOR THEIR PLACE IN OUR COMMUNITY AND THE WIDER WORLD. AT THE HEART OF OUR LEARNING, ARE THE VALUES OF PERSEVERANCE AND COURAGE. WE STRIVE FOR EVERYONE TO HAVE GREAT ASPIRATIONS: ENSURING NEW CHALLENGES ARE MET WITH CONFIDENCE AND 'NO ONE SETTLES FOR LESS THAN THEIR BEST'.

WE DO ALL OF THIS WHILST FOLLOWING IN THE FOOTSTEPS OF CHRIST.

Approved by: Full Governing Body Date: 16.11.20

Last reviewed on: 21.11.23

Next review due by: November 2024



## REMOTE LEARNING POLICY

### **Rationale**

In the event of a school closure, the school is committed to providing continuous education to its learners and will do so through a process of remote (online) learning.

Our aim at Claines CE Primary School is to utilise the power of technology to ensure that all children continue to flourish with their learning, even when they are unable to attend school.

When implementing strategies to support pupil's home learning, key things considered are:

- Quality of teaching is paramount.
- Maximising access to technology is key, particularly for disadvantaged pupils
- Supporting pupils to work independently can improve learning outcomes
- Daily contact via video and verbal/written communication is important

All learning will be conducted using the SEESAW app. This will allow staff to keep in daily contact in a professional and confidential manner with their class. We will work with families who do not have access to technology and the internet at home to find solutions, and if necessary, paper copies of work will be posted frequently and in a timely manner.

Remote learning will only be provided in the event of a forced closure, or when bubbles/families are forced to self-isolate, but not when families just elect to keep their child off school.

## Contents

1. Aims .....	3
2. Roles and responsibilities .....	3
3. Who to contact .....	4
4. Data protection.....	4
5. Safeguarding .....	5
6. Monitoring arrangements .....	5
7. Links with other policies .....	5

---

# 1. Aims

This remote learning policy aims to:

- Provide clarity and ensure consistency in the approach to remote learning for pupils who are not in school.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.
- Ensure all the needs of all children are met.

## 2. Roles and responsibilities

### 2.1 Teachers

When providing remote learning, teachers must be available during their normal working hours.

- Seesaw is the school's agreed platform to support Remote Learning.
- Other communication tools including phone calls and email can be used to support communication with parents.
- Since Seesaw is available on any digital device, all children's remote work [Reception-Y6] should be assigned through this platform.
- Activities will be sent to the children for them to complete on a daily basis, by 9.30am each day. Children will see a list of activities that they need to complete. Seesaw for Schools enables teachers to schedule these activities for children.

*When providing remote learning, teachers are responsible for:*

Setting work:

- A daily recorded introduction and communication with the children outlining the day's tasks/activities \*only when the whole class is self-isolating.
- At least three hours of lessons a day for EYFS and KS1, and four hours of lessons for KS2 - English, Maths and the inclusion of phonics for EYs and KS1 should be a daily focus.
- Using videos and other resources to set engaging lessons and to provide explanations and instructions
- Paper based material should be available for children with no access to digital devices at home.
- A recorded story to children at least twice a week in Reception Class and KS1.

Providing feedback on work:

- Children will submit their work daily.
- Pupils to receive individual feedback daily.
- Procedures for submission and feedback on paper-based learning will be decided with individual families.

Keeping in touch with pupils who are not in school and their parents:

- Teachers are expected to make regular contact with pupils using the agreed digital tools.
- Teachers/TA's to make weekly phone calls to all pupils not in school.
- Teachers should be available during their normal working hours to answer emails and messages from parents and pupils.
- For any safeguarding concerns, refer to the section below.
- For any behavioural issues, such as failing to complete work, teachers must contact pupils and their parents to ensure they do not have any IT related issues in regard to submitting work.

If teachers are working in school whilst also setting remote learning for individuals, arrangements will be made for release time within each bubble to allow this to happen.

If a teacher is ill and they are unable to set remote learning for their class, they must inform SLT immediately so that arrangements can be made.

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants should be available during their work hours.

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 assisting with remote learning, teaching assistants are responsible for supporting the teacher in supporting the children's learning e.g. providing feedback on Seesaw.

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Ensuring they know which children do and don't have access to the internet at home.
- Co-ordinating the remote learning approach across the school, ensuring it is consistent.
- Ensuring all staff are trained and confident with use of the technology.
- Monitoring the effectiveness of remote learning – by determining pupil engagement and through regular meetings with teachers by 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.
- Ensuring a weekly remote assembly for children who are at home.
- SEND/EHCP children/families to receive regular contact from an adult.
- CIN/CP children/families to receive daily contact from an adult within the school community.

## 2.5 Designated Safeguarding Lead

Refer to Safeguarding Policy.

## 2.6 Pupils and parents

Staff can expect pupils and parents learning remotely to:

- Complete work by 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 sick or otherwise can't complete work.
- Seek help from the school if they need it.
- Be respectful when sharing any concerns with staff.

# 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 SLT
- Issues with IT – talk to IT staff/ Headteacher
- Issues with their own workload or wellbeing – talk to SLT/ Mental health and Wellbeing lead- Nikki Hurley
- Concerns about data protection – talk to the Data Protection Officer – Geof Smith
- Concerns about safeguarding – talk to the DSL

# 4. Data protection

## 4.1 Accessing personal data

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

- Need to use Microsoft suite of tools with their claines.worcs.sch.uk email addresses.
- Need to use Zoom/Teams to communicate with colleagues. This includes remote meetings and file collaboration.

## 4.2 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

## 5. Safeguarding

Please refer to the Safeguarding Policy.

## 6. Monitoring arrangements

The procedures will be monitored by SLT/Governing Body.

## 7. Links with other policies

This policy is linked to the schools:

- Behaviour policy
- Safeguarding Policy and Coronavirus Addendum to our Child Protection Policy
- Data Protection Policy and Privacy Notices
- E-Safety/Acceptable Use of the Internet Policy