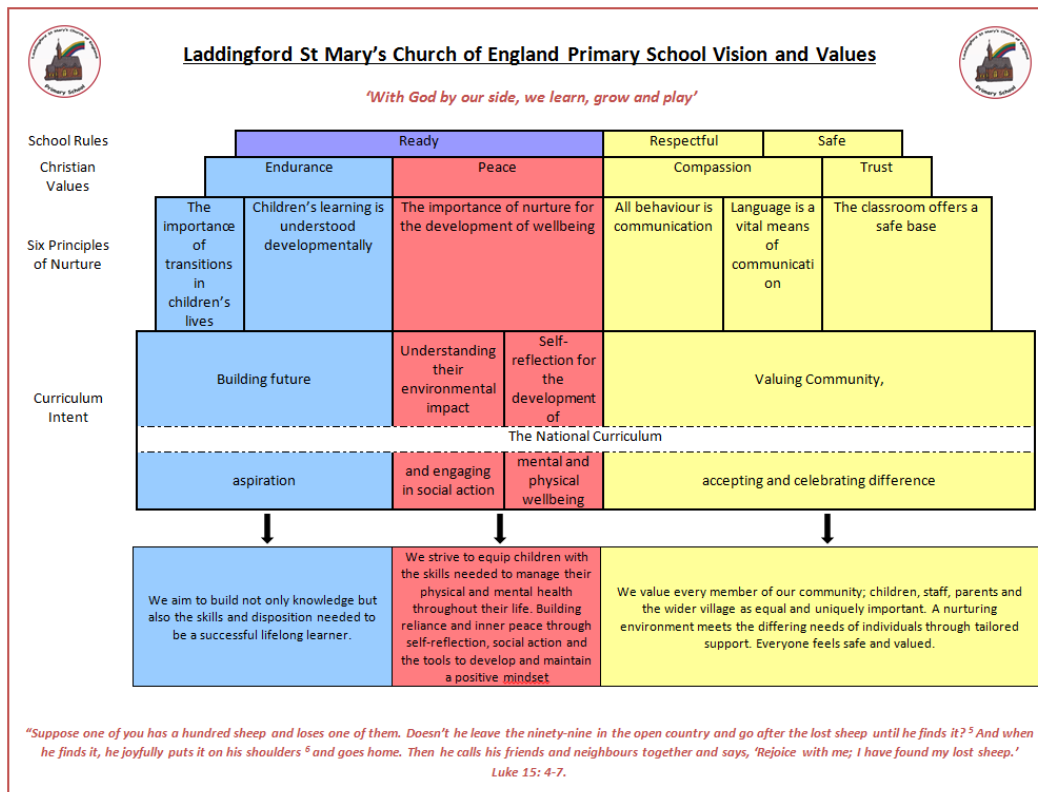




Remote Learning Policy 2020

The purpose of this policy is to outline how we will provide remote learning, should individuals, classes, bubbles or the whole school be required to isolate/close during the Covid-19 pandemic.



Policy Creation & Review	
Author(s)	Gemma Hitch
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Previous Review Date(s)	N/A
Next Review Date	September 2021 (or sooner if required)

Foreword

The reality is, bringing remote learning into schools in 2020 has been a huge technological leap that we were neither expecting nor prepared for. But we have slowly built our capacity in this area and as we continue to evaluate and tweak our remote learning offer we are proud of what we have achieved so far. The aim of this policy is to summarise for staff and parents what that are expected to provide/should expect to access when children are required to learn remotely. There is now an expectation that children engage with the remote offer to the best of their ability and, just as when school is open, parents should contact the office or the class email address to inform school if a child is unwell or otherwise unable to engage with remote learning.

I have enormous gratitude both to the staff, for their resilience, creativity and willingness to adapt to a very new way of working in a relatively short time frame, and to parents for your kindness and patience as we try to get remote learning up and running. I am especially grateful to those who have had to access remote learning in terms one & two, for bearing with us as we learn what works and what doesn't and for providing vital feedback.

Whilst the hope of a vaccine gets ever closer, the reality is the spring term is likely to be disrupted, as much if not more so than this term. There are three scenarios in which your child will need to access remote learning;

1. Someone in a child's household develops coronavirus, or the child is identified as a contact of someone who has coronavirus; in this scenario a child may be isolating while the rest of their class remains in school.
2. A child has to isolate because of a confirmed case in their class/bubble – in this scenario all children in that class will be learning at home.
3. The whole school is closed due to an outbreak or coronavirus, or because of national restrictions – in this scenario all children and teachers will be learning/teaching from home.

The government have made providing remote learning a statutory requirement for schools and have issued guidance on what schools should provide. However, this guidance does not differentiate between the above scenarios and I think it is important to say that quite obviously a teacher teaching their normal class and also supporting children at home is not going to be able to offer quite the same level of remote learning support as if all the children, and teacher are at home. There is also no differentiation in the guidance between primary and secondary school expectations, and again there is clearly a big difference between what remote learning is appropriate for a 4 year old and a 14 year old. Therefore I hope this policy will make it clearer what you can expect in the different scenarios for children of different ages at Laddingford.

Finally, staffing is a big issue in a small school, the next page of this policy lays out our minimum offer, what we will provide in any scenario to meet our statutory obligations. As I hope you will agree we always do, we will of course strive to go beyond this, as laid out in the policy, as much as possible. It must be said however, that I do not expect staff, children or parents to work if they are sick, and staff absence, either due to illness or because they are caring for dependents, may at times have an impact on what we are able to deliver 'above and beyond'.

Thank you for your continued support,

Mrs Hitch

Laddingford Core remote learning offer;

Minimum expected remote learning provision in all scenarios for all year groups. This meets our statutory requirements and also enables parents to access learning flexibly to fit around work/other commitments

Staff will;

- Upload the week's learning in English, Maths and Discovery, RE or Science to Google Classroom/Tapestry (in line with what children would be learning at school) by Monday morning.
- This will include clear explanations and will make it clear what children are expected to do each day.
 - In Pippin class, parents will need to support children to access this learning, in KS2 teachers will aim to provide, as much as possible, learning that can be accessed more independently.
- Log on to Google Classroom daily to view work children have posted and provide feedback/encouragement.
- Respond daily to emails sent to class email addresses (within reason).
- Where appropriate, assign activities on Times Table Rock Stars, Mathletics and Reading Eggs.

Children, with the support of their parents, should;

- Log on to Google Classroom each day and complete the tasks set.
- Upload completed work to Google Classroom so that teachers can provide feedback and support.
- Contact teachers via Google Classroom or class email addresses with any questions.
- Undertake some physical activity each day when at home such as playing outside or an online 'workout' like Joe Wicks on YouTube.

Additionally;

- Parents are responsible for ensuring their children are safe online, whilst I understand there are significant challenges for working parents, all primary school aged children will need some degree of support to access remote learning safely and effectively. More information about online safety can be found on the school website.
- Workbooks will be provided to children who cannot access learning online, there will be a combination of White Rose Maths and CGP and we will aim to provide you with resources within 24-48 hours of being informed that you cannot access learning online. Teachers will telephone these families at least once a week to speak to children and offer any required support.
- Children who are entitled to free school meals can claim vouchers during periods of self-isolation, please contact the office if this applies to you and this will be arranged.
- Daily whole school assembly is 10-15 minutes long, at 2.40pm and can be accessed by using the Zoom link posted on Google Classroom, all children are invited to join.
- If teachers are isolating but well, due to contacts outside of school, they will provide support to the staff covering their class, with planning and remote input.

In addition to this core offer, where possible, the school will aim to provide the following;

In scenario 1 – individual child/children at home, while the majority of children remain in school;

Key Stage One (Reception, Year 1 and 2, Pippin Class)

Teachers will strive to further support children at home by providing links to videos such as White Rose Maths and providing regular activities on our other learning platforms; Tapestry (for reception and year 1), Reading Eggs and Mathletics.

Children in KS1 are encouraged to log in to the daily assembly as a way of maintaining contact with their class and teacher.

Having 3 year groups in this class makes providing additional live learning in this scenario immensely challenging; not least because there is a complex timetable and it would be impossible to always give accurate times for when each separate input is taking place. Children in Reception and Year One still have sessions of play based learning throughout the day and we would expect them to have this time at home as well; with short bursts of more structured learning. Children in Year Two will be able to work at given tasks for longer periods but still not full 'school' day. I understand the challenges this brings for working parents but the reality is children in KS1 require high levels of parental support to learn at home.

In Key Stage Two (Years 3 – 6, Jazz and Bramley classes)

As core learning offer with the additional option of 'live' teaching in some subjects.

When parents speak to the office to inform us that children are self-isolating they will be asked if they would like their child to access live teaching. If they wish to access this, a Google Meet or Zoom link will be provided – this link will remain the same throughout the week.

Children will then be able to remotely access the class whiteboard and listen to the teacher giving the main input to maths, English and the main afternoon lesson. The exact set up of this depends very much on the number of children at home, and the lessons being covered that day – for example there may be no live afternoon input if children in school are doing PE or going across to the field for a science experiment.

Teachers will aim to provide live feedback to children at home and answer any questions, however we have learned from experience this term that this is only manageable with one or two children at a time, in a scenario where more children are accessing remote learning at once, they may have to access in 'listen only' mode, with teachers providing feedback to children via Google Classroom at the end of the day.

In order to ensure that live teaching is provided safely;

- Parents must support children in getting online, ensure that the technology is working and that children feel safe and comfortable. Parents should check on their child regularly.
- Children at home must keep their camera on and their microphone muted unless directed otherwise by the class teacher.
- The children in class will not be visible to children at home, except in assembly.

In scenarios 2 and 3 – whole classes/bubbles or the whole school, including staff, are at home.

In Key Stage One (Reception, Year 1 and 2, Pippin Class)

As core learning offer with the addition of;

Morning 'live' check in via Google Meet or Zoom at 9am, this allows teachers to see who is engaging with online learning and answer any questions about the day ahead/the previous day, parents are encouraged to join this with their children. Class support staff will also be part of this session.

Teachers will provide some additional video content to support the activities posted on Google Classroom, either live or pre-recorded such as reading stories, explaining key lesson concepts. This will be primarily for children in year two and may vary day to day but teachers will provide clear information/timetable in advance. Teachers may ask support staff to support with creating video content to be posted on Google Classroom.

Teachers will monitor Google Classroom and Tapestry throughout the day to provide support and feedback as quickly as possible.

In Key Stage Two (Years 3 – 6, Jazz and Bramley classes)

As core learning offer on page 2 with the addition of;

Morning 'live' check in via Google Meet or Zoom at 9am, this allows teachers to see who is engaging with online learning and answer any questions about the day ahead/the previous day. This is also an opportunity for social interaction and for children to stay connected with their class. Class support staff will also be part of this session.

Where possible, daily live explanations in at least Maths and English will be provided. In some scenarios (for example were we to have another nationwide school closure where teachers also have their own children at home) these may need to be pre-recorded segments. Teachers may ask support staff to help with creating video content to be posted on Google Classroom.

Teachers will monitor Google Classroom throughout the day to provide support and feedback as quickly as possible.

In order to ensure that live teaching is provided safely;

- Parents must support children in getting online, ensure that the technology is working and that children feel safe and comfortable. Parents should check on their child regularly.
- Children at home must keep their camera on and their microphone muted unless directed otherwise by the class teacher.
- Teachers and parents/children must ensure that they are appropriately dressed, that they are in a quiet area where they will not be interrupted and that their background is suitable. One parent may support a child with online learning but multiple family members/siblings from other schools should not be viewing live lessons.
- If teachers have any safeguarding concerns during a live stream they will inform the designated safeguarding lead via safeguard software.
- Where possible two members of staff should be present during live teaching (ie. Teacher and TA), alternatively the session should be recorded.

Further Support in all scenarios

SEN support

Mrs Lloyd can be contacted via email lorna.lloyd@laddingford.kent.sch.uk to support with any SEN or wellbeing concerns. Mrs Lloyd will also telephone all children on the SEN register who are learning remotely each week to see if there is any further support required.

Office support

Please contact office@laddingford.kent.sch.uk if you need support accessing free school meals vouchers.

Mrs Moat and Mrs Jordan will telephone parents weekly whose children are not accessing any form of remote learning to see if we can provide any further help.

In consultation with class teachers, Mrs Moat and Mrs Jordan will organise the distribution of workbooks for those children who cannot access learning online.

Any further support

If you have any problems with the above, have any questions or need any support, or if you need to inform us of a positive coronavirus test contact Mrs Hitch via email headteacher@laddingford.kent.sch.uk or by telephoning or texting the school mobile phone.

Mrs Hitch will contact parents weekly who have an Early Help or Social worker.

More help and advice about a range of issues is available on our website;

<https://www.laddingford.kent.sch.uk/early-help/>

Privacy and data security

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses 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 – 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates