



# Remote learning policy

<b>Written by:</b>	Jackie Vickers	January 2021
<b>Approved by:</b>	Governing Board	<b>Date:</b> January 2021
<b>Last reviewed on:</b>	January 2021	
<b>Next review due by:</b>	January 2022	

## Contents

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

---

## Vision

Toddington St George Church of England School (Diocese of St Albans) is an inclusive Christian community in which the curriculum is underpinned by agreed values based on Christian teaching.

The strategic plan, aims and policies enable every member of the school community to be valued as a child of God where they are given the opportunity to be inspired, challenged and supported in their learning and to receive committed, conscientious pastoral care.

This is embodied in the TSG school vision '**Lighting a Spark in Every Child**'.

# 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

TSG are committed to ensuring that, irrespective of lockdown or self-isolation, enjoyment, achievement and learning can continue for our children. The following plan outlines how we will seek to deliver this provision for the Spring term of 2021. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. We will work flexibly to support each family, however will not be able to tailor our offer to each unique individual family circumstance. TSG recognises we will be unable to replicate a day in school in such circumstances, and are grateful to parents for their partnership in ensuring their child is able to make vital continued progress. We will seek to support all families as fully as we can.

## Enrichment:

- PHSE and Values based activities including a weekly Collective Worship / Reflection
- We hope much of the above learning opportunities will offer children learning stimulation and progression, in addition to remote interaction with teachers and friends.
- During the next six weeks, to further enrich children's experiences, we will provide opportunities for:
  - Physical Activity
  - Learning at Home ideas related to our foundation subject topic
  - Artistic Activities

# 2. Roles and responsibilities

## 2.1 Teachers

When providing remote learning, teachers must be available between 8:15am - 3:45pm.

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.

Teachers will seek to provide learning activities which are accessible for all children. As with usual routines in school, there will be flexibility in the delivery of these activities. For example, there are extra help activities for children who have not understood the objective in maths and also if a child does really well, they could complete a *challenge* activity. As such, teachers will consider how learning can be presented simply, effectively and imaginatively.

Within all plans for teaching and learning, teachers will set appropriate work, in line with our current curriculum plans. Teaching will be through recorded sessions by teachers which will seek to introduce concepts in ways which are clear, concise and viewable for parents and children alike. Some teaching concepts may be supplemented by teaching videos provided by Oak Academy and additional resources will be uploaded to Purple Mash.

When providing remote learning, teachers are responsible for:

- Setting work as outlined below:

## Nursery

Daily	Weekly
<ul style="list-style-type: none"> <li>• Year group email monitoring</li> <li>• Google Classroom monitoring and feedback of turned in work and private comments</li> </ul>	<ul style="list-style-type: none"> <li>• Assign weekly pack of work via Google Classroom to include recorded teacher input for the majority of lessons.</li> <li>• Class catch up via Google Meet (up to 20 mins)</li> <li>• Welfare calls to parents</li> </ul>

## Reception

Daily	Weekly
<ul style="list-style-type: none"> <li>• Schedule daily assignments of work via Google Classroom, at 6pm the previous day, to include recorded teacher input for the majority of lessons: <ul style="list-style-type: none"> <li>○ Phonics activity</li> <li>○ Maths activity</li> <li>○ Literacy activity</li> <li>○ A variety of activities from the specific areas as per suggested timetable. e.g, Understanding of World, Expressive Arts and Design and Physical Development and Personal Social and Emotional development</li> </ul> </li> <li>• Year group email monitoring</li> <li>• Google Classroom monitoring and feedback of turned in work and private comments</li> </ul>	<ul style="list-style-type: none"> <li>• Class catch up via Google Meet (up to 20 mins)</li> <li>• Welfare calls to parents</li> </ul>

## Years 1 and 2

Daily	Weekly
<ul style="list-style-type: none"> <li>• Schedule daily assignments of work by 6pm the previous day via Google Classroom of 3 hours of learning to include: <ul style="list-style-type: none"> <li>○ Recorded teacher input for the majority of lessons</li> <li>○ Phonics activity</li> <li>○ Maths activity</li> <li>○ Literacy activity</li> <li>○ At least one other curriculum area as per suggested timetable. e.g, Science, Geography, History etc.</li> </ul> </li> <li>• Year group email monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Class catch up via Google Meet (up to 20 mins)</li> <li>• Welfare calls to parents</li> </ul>

- Google Classroom monitoring and feedback of turned in work and private comments

## Years 3 and 4

Daily	Weekly
<ul style="list-style-type: none"> <li>• Schedule daily assignments of work by 6pm the previous day via Google Classroom of 4 hours of learning to include:               <ul style="list-style-type: none"> <li>○ Recorded teacher input for the majority of lessons</li> <li>○ Grammar activity</li> <li>○ Maths activity</li> <li>○ Literacy activity</li> <li>○ At least two other curriculum areas as per suggested timetable. e.g, Science, Geography, History etc.</li> </ul> </li> <li>• Year group email monitoring</li> <li>• Google Classroom monitoring and feedback of turned in work and private comments</li> </ul>	<ul style="list-style-type: none"> <li>• Class catch up via Google Meet (up to 20 mins)</li> <li>• Welfare calls to parents</li> </ul>

- Liaising with teachers in school to ensure consistency of teaching across the year group and shared responsibility for planning across the year group teams.
- Providing differentiated work to meet the needs of all pupils, considering especially pupils with special educational needs and disabilities (SEND).
- Providing feedback on work – this should be an acknowledgement of the work produced daily and the next steps in each subject weekly. Teachers should not answer emails outside working hours and if necessary the reply should be scheduled to within working hours. Teachers will respond to a parent enquiry within 48 hours.
- Phoning or emailing parents of children on the Welfare List and those not engaging with remote learning within working hours ensuring their phone number is withheld and escalate any concerns to the Head.

Additional points to consider:

- Any complaints or concerns shared by parents should be forwarded to the Assistant Head leading on Remote Learning.
- Any behavioural issues, such as failing to complete work, should be forwarded to the Assistant Head leading on Remote Learning.
- Attending virtual meetings with staff, parents and pupils. The school dress code should be adhered to and avoid areas with background noise with nothing inappropriate in the background. Please refer to the Remote Learning and Safeguarding Handbook.
- As some teachers will be working in school to teach Vulnerable and Key Worker's Children, the responsibilities above will be agreed between the year group teams.

## **2.2 Teaching assistants/ 1:1 support staff**

When assisting with remote learning, teaching assistants must be available between 8:30am and 3:15pm.

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/1:1 support staff are responsible for:

- Providing appropriate work for the child(ren) they would normally support who are learning remotely.
- Provide support to teachers in the classroom if supporting Vulnerable and Key Worker's children in school.

## **2.3 Subject leads and SENDCO**

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
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely
- Supporting the HAST Curriculum Project 2021
- Make arrangements for children who would normally receive additional support from SEND agencies, the SENDCO will ensure these continue via virtual methods (Zoom, Teams) as long as the agencies engage.

## **2.4 Assistant Head on site**

The Assistant Head on site is responsible for:

- Co-ordinating the remote learning approach across the school – if you've assigned one member of staff to lead on this, Assistant Head
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Helping staff and parents 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
- Liaising with Partnership in Education to:
  - Fix issues with systems used to set and collect work
  - Assist pupils and parents with accessing the internet or devices

## 2.5 Designated safeguarding lead

The DSL is responsible for:

[Child Protection Policy](#)

[Spring 2021 Safeguarding Addendum](#)

## 2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Use the various instructional videos and resources issued via Google Classroom to absorb the teaching and complete the learning as appropriate.
- Fully engage with learning activities – submitted via Google Classroom as detailed above.
- Attend planned Class Catch up Google Meet sessions. If a family does not engage with home learning, the class teacher will call the parents to discuss obstacles and support. If the situation does not improve, a Senior Leader will then telephone to try to support further.
- Use of Google Classroom for work related communication and Year group email for non-work related support or help within the hours of 9.00am – 3.30pm. We are here to help you, and will respond as soon as we can.
- Turn in or photograph and upload completed work to Google Classroom by parents. Teachers can then review the work completed and ensure that feedback is given to children as needed via the Google Classroom and misconceptions etc. Feedback and queries can take place throughout the day using Google Classroom.
- 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
- 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 making any complaints or concerns known to staff
- If a child has symptoms, our School office will contact parents to ensure a covid test has been taken and to make sure that parents know to communicate test results to us immediately.

Other considerations:

- If a child is entitled to benefit-related free-school meals, we will ensure food is made available to the family.
- If a child is vulnerable in any way, our Safeguarding Leads will ensure that appropriate agencies are notified and arrange for regular safe and well checks via a phone call.

## 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 the relevant subject lead or SENDCO
- Issues with behaviour – talk to the Assistant Head for Remote Learning
- Issues with IT – talk to Assistant Head for Remote Learning
- Issues with their own workload or wellbeing – talk to the Head Teacher
- Concerns about data protection – talk to the Office Manager
- 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:

- Only use their school laptop not personal devices
- Access data through Google Drive on the secure server
- When using their own phone to call parents to follow the Calling Guidelines
- Log information on the Google Drive or CPOMS and shred any confidential paperwork that is no longer required

### 4.2 Processing personal data

Staff members may need to collect and/or share personal data such as mobile 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.

### 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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

## 5. Safeguarding

The [Child Protection Policy](#) has been supported by a lockdown [Spring 2021 Safeguarding Addendum](#) policy.

School has clear arrangements for on site DSL, and Deputy DSL, and a contingency plan should both roles be off site at the same time.

## 6. Monitoring arrangements

This remote curriculum offer, policy, and child engagement will be reviewed weekly by the Assistant Head on site. At every review, it will be approved by the Head Teacher.

## 7. Links with other policies

This policy is linked to our:

- [Behaviour policy](#)
- [Child protection policy](#) and coronavirus [addendum](#) to our child protection policy
- [Data protection policy](#)
- [E Safety and Acceptable Use Policy](#)
- [Home school agreement](#)
- [Remote learning and safeguarding handbook for staff](#)

**We will use a series of platforms to ensure remote teaching is effective and varied:**

Platform	How we will use this:
<p data-bbox="140 1536 386 1563"><a href="#">Google Classroom</a></p> 	<p data-bbox="435 1536 1431 1603">Our primary tool for the delivery of daily learning instruction, resources and activities.</p> <p data-bbox="435 1610 1431 1715">Each pupil will have a Google Classroom username and password. Teachers, parents and children will be able to engage via this method and can send private comments linked to the work.</p> <p data-bbox="435 1722 1431 1794">Where only individuals are self-isolating, teachers will seek to engage with messages at the end of the school teaching day.</p> <p data-bbox="435 1800 1431 1906">In a whole bubble closure, teachers will be active in utilising this throughout the day and will seek to respond to messages between 9.00am and 3.30pm.</p> <p data-bbox="435 1912 1431 1982">Parents will be able to provide videos, photographs, scans etc. of children's completed learning – teachers will give feedback on this.</p>

<p><a href="#"><u>Year Group Emails</u></a></p> 	<p>Year group emails should be used for non-work related communication with your child's teachers.</p>
<p><a href="#"><u>Google Meet</u></a></p> 	<p>Each class will have a weekly Google Meet Class Catch Up session to engage interactively on a regular basis in these sessions, with their teacher. A timetable will be issued so that these slots take place at the same time each week.</p> <p>In this session teachers will:</p> <ul style="list-style-type: none"> <li>● Hear news from home</li> <li>● Play some interactive games</li> <li>● Share highlights of their learning</li> </ul>
<p><a href="#"><u>Oak Academy</u></a></p> 	<p>Oak Academy may support remote learning for a number of reasons: The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Class Teachers will use the lessons in the classroom at times, so children are familiar with the platform</p>
<p><a href="#"><u>Purple Mash</u></a></p> 	<p>Children from Reception to Year 4 can access learning activities across the curriculum. Teachers will set specific 'to do's' linked to the weekly learning objectives. These activities will be monitored by class teachers.</p>
<p><a href="#"><u>Times Tables Rockstars</u></a></p> 	<p>Children in Years 2 to 4 are expected to practise regularly, in addition to maths learning given by the teacher each day. This engagement will be monitored by class teachers. Children's log-in information can be found in the front of their Reading Record</p>
<p><a href="#"><u>Letterjoin</u></a></p> 	<p>Letter-join offers a wealth of handwriting resources including interactive features for PCs and tablets. All of Letter-join's resources are available at home including all of the animations and worksheets, Magic Patterns, Magic Words, Word Bank, Phonics, Write it Right, Worksheet Generator and Online Word Processor.</p>
<p><a href="#"><u>Oxford Owl</u></a></p> 	<p>Oxford Owl offers advice and support for parents, educational activities and games and a wealth of free e-books.</p>
<p><a href="#"><u>Think U Know</u></a></p> 	<p>Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline. Explore one of the six Thinkuknow websites for advice about staying safe when you're on a phone, tablet or computer.</p>
<p><b>On line Resources/ websites</b></p>	<p>A comprehensive range of resources with lots of websites which are generally paid for but are now available free. Teachers may direct children</p>

	to certain ones at times but we wanted to make them available to you to look through.
--	---

### How will Parents be able to communicate?

- All forms of communication will remain open, in any circumstance:
- We encourage parents to communicate with us –

**Toddington St George's School: 01525 872360- is active between 8.30am and 3.30pm**

**Email Us: [office@toddstg.co.uk](mailto:office@toddstg.co.uk)**