



## **Aim High....Fly High!**

### **Remote Learning Policy**

#### **1. Aims**

This Remote Learning Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school as a result of government guidance, full school closure or the closure of a bubble.
- Make clear our expectations of staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work.
- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations for members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being.
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning.
- Ensure that pupils engage in learning they would have completed had they been in school as normal.
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback.
- Consider continued education for staff and parents (e.g. CPD, Supervision and parent consultations)
- Support effective communication between the school and families so that parents and pupils can access and make best use of resources.
- Ensure that pupils who lack any necessary equipment have this sourced for them.

#### **2. Who is this policy applicable to?**

- Children who are not attending school due to school closure (national lockdown) and school only being open to critical worker and vulnerable children.
- Children who are absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal. Individual pupils who are unable to attend will be supported on a case-by-case basis by providing them with work which will mirror that being taught to the rest of the class who remain in school.
- Children who are part of a whole bubble which is not permitted to attend school because a member of their bubble has tested positive for Covid-19.
- Teachers who are self-isolating due to a family member awaiting a test or testing positive.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week.



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### **3. Content and Tools to deliver this Remote Learning Plan**

Resources to deliver this Remote Education Plan include:

- Online tools/school subscriptions: EYFS/KS1/KS2 – Tapestry, STARZ, Bug Club phonics, Phonics Play, Active Learn Guided Reading, Timestables Rockstars, Spelling Shed, TEAMS.
- Use of Recorded videos for main teaching in Maths, English and Phonics and assemblies accessible through YouTube.
- Use of live TEAMS meetings to teach core subjects.
- TEAMS live meetings for start of the day registration, Guided Reading (KS2), Phonics lessons (KS1) and specific teaching to relevant children identified through AfL.
- Class emails to be used for sending TEAMS links, answering parents queries, feedback etc.
- Printed learning packs to be delivered or picked up from school office if children don't have access to online learning.
- Physical materials such as story books and writing tools if needed by individual children.
- Use of White Rose Maths.
- Laptops loaned to children who do not have access to an electronic device.

The detailed remote learning planning and resources to deliver this policy can be found in the following documents:

- Appendices – Response flow charts, model timetable, structure for remote learning and guidance for parents.
- Addendum to the acceptable use policy.
- TEAMS Meeting Protocol

### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will follow closely what children are doing in school so those who cannot access school will receive the same learning as their bubble is completing in school.
- Planning will be informed by the feedback from the previous days remote learning.
- Pupils will study a broad range of subjects, including Maths, English, Guided Reading (KS2), Phonics (KS1), Science, PSHE, History, Geography, Art, DT and PE.
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Activities will be varied and not solely consist of 'screen time'; for example, a Maths lesson may have live teaching via TEAMS or a teaching video to watch however a PSHE lesson may have no screen time involved.
- Staff will have the training they need to provide online learning safely, including training on how to use STARZ, how to use TEAMS and how to upload pre-recorded videos onto YouTube.



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- All pupils will have access to the resources they need to learn. We will ensure this by loaning PP children laptops if needed, copying and delivering physical resources if needed and purchasing books linked to English and Guided Reading for children who cannot access them.
- Teachers will communicate the purpose of activities and their success criteria for pupils through their pre-recorded teaching videos, live lessons or written onto their weekly timetables for the children and parents.
- Pupils will be taught how to access remote learning resources during computing lessons. Children will be taught how to access STARZ (tapestry for EYFS) and how to access the remote learning on the online platform.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families by heavily differentiating the work, remaining in constant communication with parents and reviewing how the learning is going throughout the isolation period.
- Leaders will measure engagement in remote learning by asking teachers to keep a log of who is submitting work and who is joining in with live lessons and use this information to review provision and make changes as necessary.

### **5. Working with Parents**

We are committed to working in close partnership with families, and providing remote learning in different ways when that is necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

We will provide guidance to parents on how to use STARZ via a tutorial video on our school website.

Parents will receive a protocol for remote learning – a parents guide. This will provide them with an outline of expectations for remote learning.

Parents will receive a 'Helpful Hints' document with FAQ and tips for supporting their children with their remote learning.

Parents have access to our TEAMs meeting protocol for school/bubble closure use which they should ensure is followed by their children at all times.

In the result of a whole bubble closure a class newsletter will be written outlining the expectations for parents and children. This will be sent the day before the formal remote learning plan begins.

Resources will be shared with pupils and parents via STARZ and TEAMs meetings.

We would encourage parents to support their children's work, and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school so that other arrangements can be made.

Our 'Responsible internet and computer use policy' which includes e-safety rules is on the school website. This applies when children are working on computers at home so parents can remind their children when working remotely.



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## **6. Roles and responsibilities**

### **Senior and subject leaders**

Alongside any teaching responsibilities, senior/subject leaders are responsible for:

- Adapting schemes of learning if necessary so that teachers are aware of how the intended key components can be taught remotely.
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement.
- Monitoring the effectiveness of remote learning, including by setting and responding to parent questionnaires, analysing feedback from parents, checking attendance and participation by pupils.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning.
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance in this respect.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **Teachers**

Teachers will be provided with the necessary training on how to use STARZ, Tapestry (EYFS), YouTube for pre-recorded lessons and TEAMS for live lessons.

When providing remote learning, teachers must be available between 9.00 am and 4.30 pm.

Teachers unable to work for any reason during this time should contact SLT who will follow the correct 'Flow Chart' and procedure.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes.
  - Work will be made available on STARZ by 6pm the day before it is due to be completed.
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Teachers will set work using the STARZ online platform
  - Daily registration which leads into the daily live Guided Reading (KS2) or Phonics (KS1) taught through TEAMS. Daily English and Mathematics work with either TEAMS meetings to teach or pre-recorded lessons. At least one lesson of Science a week and foundation subjects that replicate what the bubble is doing in school.
  - Planning and resources will be completed by the class teacher and sent to SLT 24 hours after bubble closure or notification of a child isolating before they are made available to pupils and parents.
  - Teachers can set a generic activity pack for day 1 while they are planning and preparing the finalised learning for the isolation period.



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- Providing feedback on work:
  - Reading feedback (KS2) will be given during TEAMS meeting, Phonics feedback (KS1) will be given during TEAMS meeting. Writing and Mathematics feedback will be given daily although this may just be acknowledge marking unless specific next steps are needed.
  - Work in other subjects will be acknowledge marked.
- Keeping in touch with pupils who aren't in school and their parents:
  - Teachers are expected to make daily contact, via live lessons, or STARZ emails.
  - If there is a concern around the level of a pupil's engagement, the teacher should make a phone call to ensure the pupil is able to access the remote learning.
  - Teachers should use their class email address to communicate with parents and pupils regarding remote learning. At all other times parent/carers emails should come through the school office account
  - Teachers should check emails at least once in the morning and once in the afternoon and should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking.
  - Teachers will make individual phone calls or TEAMS meetings if requested by a parent.
  - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will contact the SENCo for support.
  - Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view.
  - Teachers will respond promptly to requests for support from families at home, by responding promptly to email or making a phone call home if necessary.
  - Any complaints or concerns shared by parents or pupils should be reported to SLT; for any safeguarding concerns, refer immediately to the DSL.
- Staff who are required to self-isolate are expected to:
  - Follow the normal reporting procedure for planned absence.
  - Following contact with school, the school business manager may set up a referral to Occupational Health to support that individual.
  - Obtain a test and share the result of it with school so that appropriate plans can be made.
  - If unwell themselves, teachers will be covered by another staff member (see relevant 'flow chart'). Planning and other activities will not be undertaken until the teacher is fit for work.



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### **Teaching Assistants**

Teaching assistants must be available during their usual working 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.

During the school day, teaching assistants must complete tasks as directed by a member of the SLT. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher or SENCOs
- Assisting the class teacher with supporting pupils.
- Preparing home learning resources.
- Undertake remote and/or online CPD training.
- Attend virtual meetings with colleagues.
- Be available on TEAMS to support children with their remote learning.
- Attend the class daily TEAMS learning meeting.
- Record end of the day story and upload onto YouTube or give live story time via TEAMS.
- Completion of work that accords with school improvement priorities

### **Designated safeguarding lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

### **The SENCO**

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support required by pupils.

### **The Business Manager**

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

### **IT Technicians**

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff with any technical issues they are experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.



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### **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it from teachers.
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine, making reference to the model timetable.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book or access online reading resources via Bug Club or Active Learn Guided Reading lessons.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered.
- Seek help from the school if they need it, communicating with class teachers by the class email account or by contacting the school office.
- Be respectful when making any complaints or concerns known to staff.

### **Governing Body**

The governing body 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.

## **7. Personal Data**

Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes but is not limited to:



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- Using strong password protection, with passwords that are at least 8 characters, with a combination of upper and lower case letters, numbers and special characters.
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device.
- Making sure the device locks automatically if left inactive for a period of time.
- Not allowing family or friends to use the device.
- Storing the device securely to avoid theft.
- Ensuring that anti-virus and anti-spyware software is up to date.
- Installing updates to ensure that the operating system remains up to date.

### **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during the annual update training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

### **10. Expectations of staff during online meetings**

When attending virtual meetings all staff should follow expected professional standards in relation to:

- Dress code.
- Location, e.g. avoid noisy areas, nothing inappropriate in the background.

### **11. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety responsible internet and computer use policy
- Digital and hardware Development Planning
- Addendum to the acceptable use policy.

### **12. Appendices**

- Appendix A – Remote learning response document.

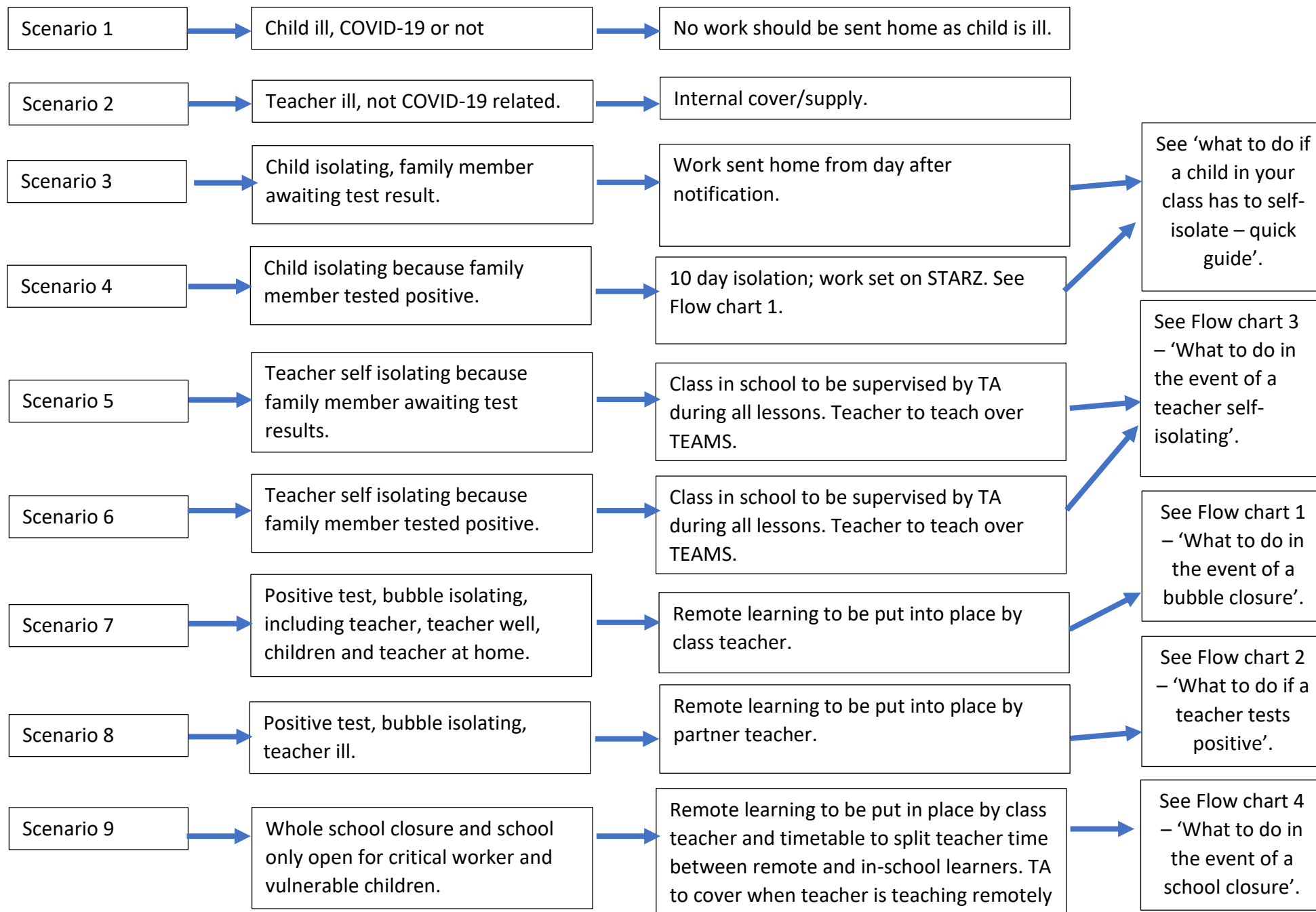




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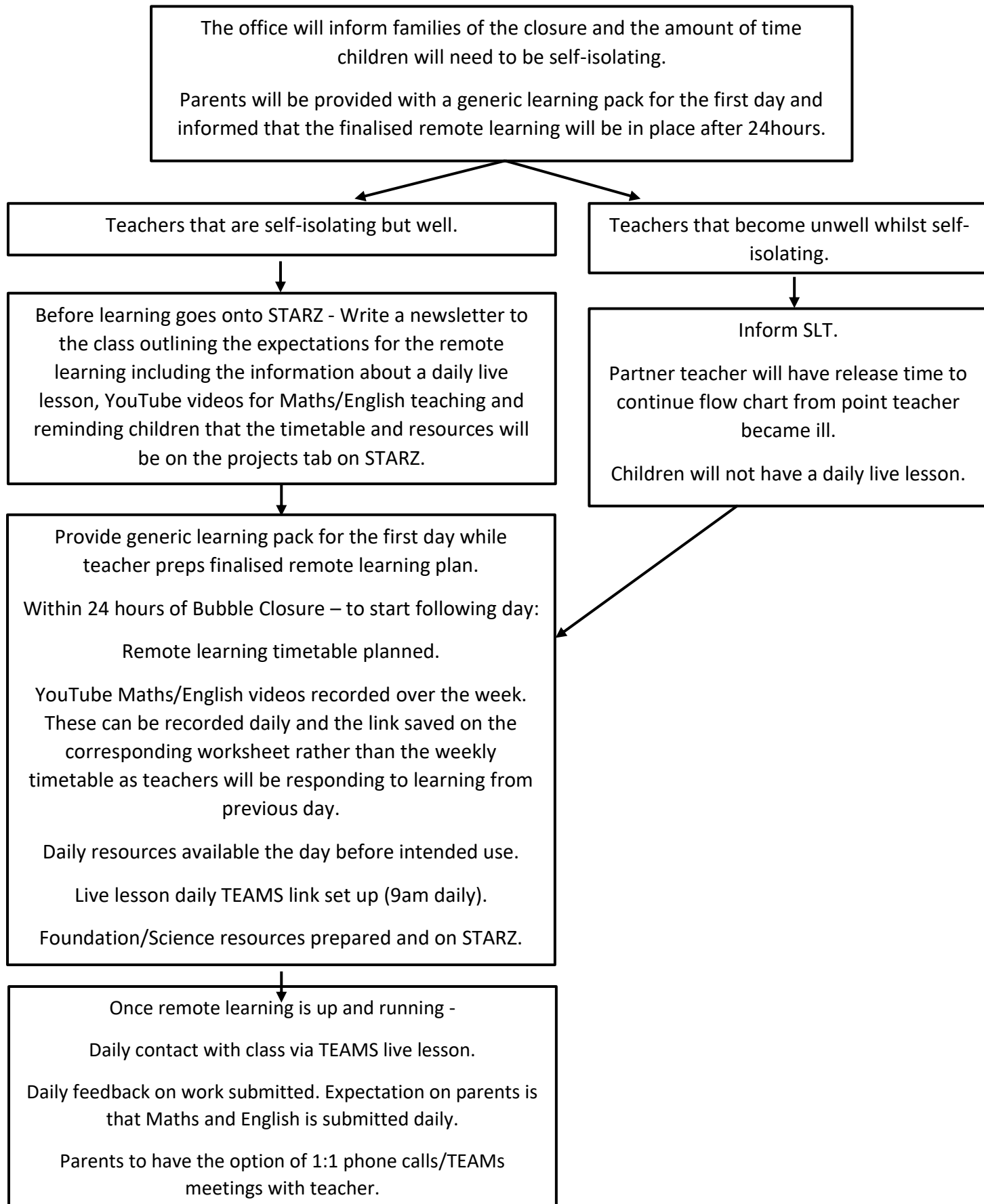
- Appendix B – What to do in the event of a Bubble Closure – Flow Chart 1.
- Appendix C – What to do if a teacher tests positive for COVID19 – Flow Chart 2.
- Appendix D – What to do in the event of a teacher self-isolating – Flow Chart 3.
- Appendix E – What to do in the event of school closure – Flow Chart 4.
- Appendix F – Example Remote Learning timetable.
- Appendix G – Remote Learning guidance for parents.

## Appendix A - Remote Learning Response to self-isolation of individual child, teacher and/or class.



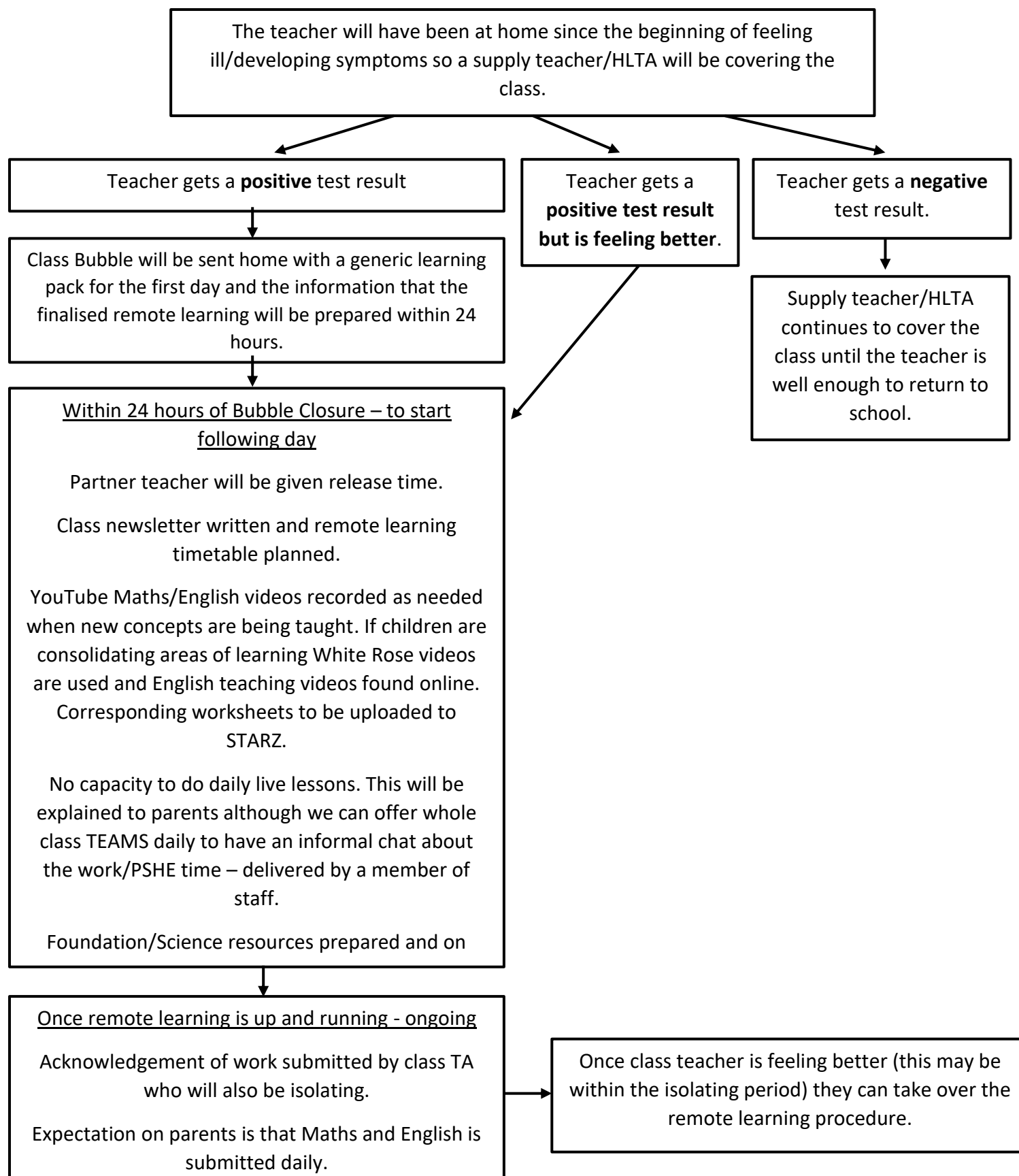
## Appendix B - What to do in the event of a Bubble Closure (Flow chart 1)

*Please follow these instructions on what to do in the event of a bubble closure.*



## Appendix C -What to do if a teacher tests positive for COVID-19 – (Flow chart 2)

*Please follow these instructions on what to do in the event of a teacher receiving a positive test.*





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## Appendix D - What to do in the event of a teacher self-isolating – (Flow Chart 3)

*Please follow these instructions on what to do in the event of a teacher isolating due to a family member awaiting a test or testing positive.*

Teacher goes home when they hear of family member becoming ill and needing a test.  
SLT to arrange cover for the class for that day. Preferably a HLTA (if not use supply).  
Arrangements made for a HLTA to cover the class for the rest of the isolation period.

Teachers that are self-isolating but well.

Teachers that become unwell whilst self-isolating.

The following day to being sent home teachers use TEAMS to live teach their morning CORE lessons from home.  
Teachers to email physical resources for these lessons to HLTA to photocopy ready for lessons.  
HLTA to supervise lessons and behaviour manage.  
HLTA to teach afternoon sessions using partner teachers plans and resources (as we plan in teams these should follow on).  
Office staff to scan in children's Maths/English learning from the morning so class teacher can prep the next days lesson.  
Class teacher to spend afternoons marking and assessing where next to go with children's learning. Teacher to then plan and prep lessons for the following day.

Inform SLT.

If class teacher develops symptoms after 48 hours of being in contact with class SLT to arrange a supply and teacher to start isolation period.  
If class teacher develops symptoms within 48 hours of being in contact with class SLT to arrange bubble to close and follow guidance from Flow Chart 2



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## Appendix E - What to do in the event of a School Closure - school only open to critical worker and vulnerable children (Flow chart 4)

*Please follow these instructions on what to do in the event of a school closure.*

Families will be informed about whole school closure and critical worker and vulnerable children families will be required to complete a survey to request a school place.

Teachers will be given release time to prepare remote learning.

Teachers that are in school.

Teachers prepare remote learning timetables and resources.  
Children in school complete the same learning as children learning remotely.

Teachers set up recurring daily TEAMS links (using their class email address) for live teaching to remote learners.

Teachers ensure timetables are online on a Sunday for the following week and resources must be made available by 6pm for the following day.

Teachers teach half the day to learners in school (CORE subjects).  
The other half of the day teachers teach CORE subjects to the remote learners whilst a TA covers the in-school learners.

Some of these CORE lessons may be taught simultaneously to remote and in-school learners.

During the timetabled half day that the teacher is online with remote learners they must dedicate this time to: teaching the live lessons, answering emails (STARZ or class account), giving feedback to learning that has been submitted, differentiating and targeting children identified through AfL and generally supporting the remote learners as they require.

Teachers must ensure children are attending at least one TEAMS meeting each day so will take a register. Teachers will notify the office if a child has missed their compulsory TEAMS meeting so the parents can be called.

CORE learning must be submitted by the children each day to receive daily teacher feedback. This will be in the form of acknowledge marking and next steps when needed.

When not doing CORE lessons the full curriculum will be covered and is completed independently at home or at school.

Teachers that are unwell.

Inform SLT. SLT to sort cover for children learning in school.

Partner teacher will have release time to prepare online timetable and resources.

Children learning remotely will not have their full half day of live lessons.

At least one TEAMS meeting will take place each day which will be delivered by a member of staff.



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## Appendix F - Example Remote Learning Timetable

		Break		Lunch		
Mon	English Look at the page from the book. Write a list of arguments for and against the boy going into the forest.		<b>Maths – Represent numbers to 100.</b> <a href="https://vimeo.com/451808270">https://vimeo.com/451808270</a> Watch the video and then complete the worksheet		<b>Guided Reading 1.05PM</b> Log in to TEAMS to join in with the whole class Guided Reading session.	<b>PSHE</b> Our theme this week is Kindness. Make a poster of all the acts of kindness you could do at school. Maybe you could do one for home too?
Tues	English Write a note to the boy telling him what you think he should do. Should he go into the forest? Remember to think carefully about your punctuation.		<b>Maths – Tens and ones using addition.</b> <a href="https://vimeo.com/452145525">https://vimeo.com/452145525</a> Watch the video and then complete the worksheet		<b>Guided Reading 1.05PM</b> Log in to TEAMS to join in with the whole class Guided Reading session.	<b>PE</b> Use the internet to find a fun work out. Can you beat your score of how many activities you can do etc?
Wed	English Look back at your note from yesterday. How could you improve it? Edit and improve your note. Write it out in neat focusing on your joined handwriting.		<b>Maths – Hundreds</b> <a href="https://vimeo.com/452145744">https://vimeo.com/452145744</a> Watch the video and then complete the worksheet		<b>Guided Reading 1.05PM</b> Log in to TEAMS to join in with the whole class Guided Reading session.	<b>PSHE</b> Write five sentences showing how you have been kind to people at home. Illustrate your writing. Can you think of something else you are going to do today to be kind?
Thur	English Look at the page for the book. What clues can we find from fairy tales? Fill in the table explaining the clue and how it links to a different fairy tale.		<b>Maths – Numbers to 1000</b> <a href="https://vimeo.com/452145986">https://vimeo.com/452145986</a> Watch the video and then complete the worksheet		<b>Guided Reading 1.05PM</b> Log in to TEAMS to join in with the whole class Guided Reading session.	<b>Topic</b> Use the KWL grid sheet provided to fill in the sections. K = what you already about the Anglo-Saxons. W = What you want to know about the Anglo-Saxons. L = what we have learnt (we will fill this in at the end of the topic).
Fri 18.9. 20	Science. Look around your house and describe materials around your house in different states. Fill in the observation s		<b>Maths – Numbers to 1000 on a place value grid</b> <a href="https://vimeo.com/452146321">https://vimeo.com/452146321</a> Watch the video and then complete the worksheet		<b>Guided Reading 1.05PM</b> Log in to TEAMS to join in with the whole class Guided Reading session.	<b>Topic</b> Look carefully at the PowerPoint telling you where the Anglo-Saxons came from. Draw arrows on the map to show where the 3 different groups of Anglo-Saxons came from and where they landed.



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## **Appendix G - Duxford Primary School remote learning guidance**

This guidance will explain the system we have in place in the event of children being required to learn from home due to self-isolation including whilst awaiting tests.

### **When does my child have to do remote learning?**

Your child will be expected to complete remote learning when they are not able to be in school (for example due to self-isolating) but are well enough to learn. Your child will not be expected to complete the remote learning if they are unwell.

### **Where will I find the remote learning?**

We will be using the online STARZ program to upload all learning and resources. You can find a short tutorial video on how to access STARZ and the project pages (where the remote learning will be set) on our school website in the COVID-19 tab. Children in EYFS will have their remote learning uploaded onto Tapestry.

### **What remote learning tasks will my child be expected to complete?**

Teachers will provide you with a timetable for the week (see Appendix A as an example) which will have all of the lessons your child is expected to complete. This will consist of daily English, Maths, Reading and Phonics for KS1 along with afternoon sessions which could be a mixture of all foundation subjects. At least 1 Science lesson will be provided each week. Resources for each lesson will be uploaded to STARZ the day before the activity is due to be completed.

- Maths – On the timetable/worksheet you will find a link to either a YouTube teaching video provided by the class teacher or the White Rose video which will be the same objective the children are learning in school. The corresponding differentiated worksheet and answers will be in the project tab on STARZ.
- English – Your child's teacher will inform you of the book that the English teaching is based upon. Resources and pre-recorded lessons (if needed) to support the book will be provided on STARZ.
- Guided Reading for KS2 and Phonics for KS1 will be completed as a live lesson via TEAMS. Your child's class teacher will provide you with a link to the class' Guided Reading or Phonics session (this may be daily or 4 times a week). During these sessions teachers will share their screen so children remote learning can access the lesson as the children in the class do. To adhere to GDPR, teachers will ensure your child is not able to see the children in the class and children within the class will not be named during the session. As per the TEAMS meeting rules last term children will be expected to mute their microphone and have an adult present in the room however they should be working independently on the lesson.
- In the event of a whole bubble closure the daily live TEAMS session will be first thing in the morning. This will act as a time for the class to get together and for the





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teacher to go through the learning for the day. This will then lead onto the live reading/phonics session.

- Science and Foundation Subjects – Resources will be available on STARZ.

#### **What work is my child expected to complete?**

As this plan is in place to support children learn from home whilst **not unwell**, it is expected that your child completes the learning for the week as they would in class. Daily Maths and English should be submitted via STARZ for teachers to acknowledge. If needed teachers will provide next steps in core subjects. It is vital that children complete the work set as this will help to ensure there will be no gaps in the children's learning when they return to school.

#### **What contact/support is available to help my child?**

When submitting work via STARZ children and parents/carers are able to make comments about children's learning and teachers will welcome this feedback. If you have any problem accessing the remote learning or have a specific question or comment, you can email [office@duxford.cambs.sch.uk](mailto:office@duxford.cambs.sch.uk) and this will be forwarded to your child's class teacher. Alternatively, you can email your child's class teacher directly at their class email address. You may also request a phone call from your child's class teacher who will get back to you at their earliest convenience – please be mindful that teachers have full time teaching commitments in class unless the whole bubble has had to close.