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Remote Learning Policy

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Signed by:  Chair of Governors

Signed by:  Headteacher

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In order to ensure that learning is continued Ranelagh Primary School has developed the following policy. This outlines the remote learning opportunities that will be provided for all children. This policy is inline with government guidance and policy.

1. Rationale

This policy is reflective of our strategic priorities:

- A curriculum which engages, excites and encourages a love of learning.
- Develop motivated, independent, self-reflective learners through excellent teaching and learning.
- Every child's Ranelagh journey will provide a platform to build self-esteem, confidence and the skills to succeed in life.
- Children, parents, carers, staff, governors and the community work together to constantly improve outcomes for children.

2. Aims

This remote education policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (including SEND and children with EAL) who are not in school.
- Provide clear expectations for members of the school community with regards to remote learning.

- Include continuous delivery of the school curriculum, as well as support of motivation, health and well-being and parent support.
- Support effective communication between the school and families and support attendance.

3. Who is this policy applicable to?

This policy will be applied in the following instances:

- If the school building is deemed unsafe by the head teacher or local authority alongside structural engineers and shut for specific year groups/whole school.
- Due to local or national lockdown.

4. Content and tools to deliver this remote education plan:

Resources to deliver this remote education plan include:

- Online tools: Ranelagh School website (home learning), Tapestry (EYFS) Class DoJo, White Rose Maths, TT Rock Stars, Accelerated Reader, Epic books, Google Classroom.
- Some use of recorded videos of Smart Notebooks and Powerpoint Presentations as required.
- Google meets to explain content for children needing further input on a 1:1 basis (2 staff members must be present in the room) or in a small group.
- Regular phone calls home where there are issues of engagement or where support may be required or requested.
- Printed learning packs for those without access to online provision.
- Physical materials such as story books and stationery as requested.

The detailed remote learning planning and resources to deliver this policy can be found on the school website:

- Model timetable and structure for remote learning.
- Digging deeper documents to enrich home learning.
- Online codes of conduct policy (see Appendix 1).
- Supporting your child's wellbeing.

5. Home and school partnership

Ranelagh Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Ranelagh Primary school would recommend that each 'school day' maintains structure and follows the recommended timetable for each phase in accordance with government guidance.

We would encourage parents to support their children's work, including finding a suitable place to work and removing distractions, where possible. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school as soon as possible and the school will provide alternative solutions where possible.

Please also read the supporting your child at home document in Appendix 2, all children and parents should read this carefully and agree to the code of conduct policy.

6. Roles and responsibilities

6a Teachers

When providing home learning teachers will be available through class emails, class dojo and Tapestry throughout the day. If a teacher is unwell or unavailable, SLT should be notified.

When providing remote learning,
Teachers are responsible for:

Setting work:

- Phase leads will oversee the planning and delivery of the curriculum in their year groups.
- The work set should follow the usual timetable for the class that would have been covered had they been in school, wherever possible.

If the teacher is providing feedback on work:

- All completed work should be submitted by the end of the day that it was set.
- Marking and feedback should be given by teachers or teaching assistants within 24 hours of receiving the work and inline with the schools feedback policy.

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

- If there is a concern around the level of engagement of a pupil, parents should be contacted by phone to assess whether school intervention can assist engagement (see tiered response).
- All parent / carers communication should come through class emails, dojo or Tapestry.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. Any safeguarding concerns should be referred to DSL or ADSL immediately.

Other responsibilities

- Participate in CPD.
- Attend virtual meetings with colleagues.

6b Teaching assistants

- All teaching assistants will be required to fulfil the roles allocated to them, these may include:
- Supporting pupils in school.
- Supporting pupils with remote learning.
- Providing feedback.
- Phone calls with families.

- Google meets for children having trouble accessing the learning.
- Attend virtual meetings with colleagues.
- Participate in CPD.
- Tasks deemed necessary by class teacher or SLT.

If teaching assistants are unable to work they must contact SLT as soon as possible.

6c Role and responsibilities of phase leaders

Phase leaders are responsible for:

- Ensuring work is set as timetabled and relevant to their classes current curriculum.
- Monitoring the suitability of the work set for the children in their phase.
- Ensuring work is differentiated and accessible to all children.
- Planning staffing rotas for their phase.
- Workload is shared across the phase e.g planning, feedback.
- Overseeing the home learning log and identifying where non engagement is an issue and contacting families identified - where non engagement persists SLT should be notified.
- Directing teachers to resources to support learning.
- Directing teacher and teaching assistants to relevant CPD.

6d Senior leadership Team

Alongside any teaching responsibilities senior leaders are responsible for:

- Following up any concerns raised by phase leads re: non-engagement from families.
- Curriculum lead has overarching responsibility for coordinating the remote learning approach across the school.
- Monitoring the effectiveness of home learning - through regular meetings with phase leaders and feedback from teachers during staff meetings.
- Moderating to ensure consistency planning and delivery of a well sequenced curriculum.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations
- Consult parents and children for feedback on remote learning.
- To identify families who are unable to access learning due to lack of technology and ensure that hard copies of learning activities planned by teachers are made available to the parent for collection or delivered to their homes.
- Overseeing the ongoing CPD and well-being of all staff.

6e Designated Safeguarding Lead and Alternate Designated Safeguarding lead

The DSL and ADSL are responsible for managing and dealing with all safeguarding concerns. For further information, please see the safeguarding and child protection policy.

6f Inclusion Team

Liasing with the class teachers to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made when required.

- Ensuring that pupils with EHC Plans continue to have their needs met whilst learning in school or remotely, and liaising with the headteacher and other organisations to

make any alternate arrangements for pupils with EHC Plans, who receive SEN support in school.

- Children with EAL will also continue to have their needs met. The EAL team will liaise with the class teachers to identify what support level is appropriate. Where children cannot access work alongside the class, the EAL team will provide bespoke learning packs or google meets to small groups.
- The inclusion team will liaise with families and pupils to offer support e.g. providing Thrive action plans.
- The team will signpost to external agencies and organisations to support with mental health and well-being.

6g School Business Manager and Administration Team

- Ensuring value for money when arranging a procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Arranging support for families e.g FSM vouchers or food parcels.

6h Pupils and Parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers.
- Seek help if needed.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work.
- Seek help from the school if needed.
- Be respectful when making any complaints or concerns known to staff.
- Submit work no later than 6.00pm.

6i Governing Body

The governing body is responsible for:

- Monitoring and supporting the schools 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. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and child protection Policy
- Behaviour Policy
- Data Protection Policy
- Curriculum Policy
- Feedback Policy
- SEN Policy
- EAL Policy
- ICT and internet acceptable use policy
- E- safety Policy
- Information Management Handbook

Appendices

Appendix 1

Safeguarding Protocols for Virtual Teaching - For Parents and Students

Live Lessons/Streams via Google Meets Live lessons via Google Meet can be a really useful way of allowing students to ask questions about their work and talk to their teachers directly. It is essential that all students follow our live lesson guidelines.

Teachers will guide students in whether to have video and audio on OR just audio. If only audio is turned on:

- Students must have their microphones set to mute and only unmute when you are asked to by their teacher.
- Students can signal they have a question by writing 'question' in the comment box.
- Students must speak in a respectful academic way and must stay on the topic of the work.

If audio and video are turned on, the following protocols must also be in place:

- Students and any parent in view must be in appropriate clothes and have a neutral and appropriate background (e.g. they must not be in a bedroom or have any siblings or other family members in the background).

If students are not following the protocol:

- They may be 'muted' by their teachers and they may be removed from the classroom. If this happens the Phase Lead will be made aware and this the incident will be recorded on our home learning log. Parents will be telephoned.

Safeguarding Protocols for Virtual Teaching - Teachers and Teaching Assistants

When assisting with remote learning, teachers and teaching assistants must be available during their contracted 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:

- Marking work:
 - Marking work - teachers and teaching assistants will mark and/or comment on work completed on the learning platform, as delegated by the phase lead or member of SLT.
 - All work sent completed on the learning platform will be responded to within 24 hours.
- Making telephone calls to parents
 - A member of staff will attempt to make contact with all pupils every week via telephone call. Teaching assistants may be delegated to carry out this task by the phase leader or a member of SLT.
 - All contacts (or attempts) will be logged on a google doc and relevant actions will be added. Example google doc comment: 'Spoke to mum and offered support during home learning. Spoke to E who is getting on well. No concerns.'
 - Teachers and teaching assistants must alert the safeguarding team if there are safeguarding concerns and alert the inclusion team for pastoral concerns.
 - All contact should be polite and encouraging. We believe our parents will be doing their best.
 - If you are using your private phone, please dial "141" before the number.
- Attending virtual meetings with teachers, parents and pupils
 - When attending a Google Meet it is best practice if two staff members are present. Staff members should not hold one to one google meets between themselves and a child.
 - Teachers and teaching assistants may be required to attend virtual meetings with teachers, SLT, parents or children.
 - When attending virtual meetings teachers or teaching assistants will dress in a professional manner in line with Ranelagh Primary School's code of conduct.
 - When attending virtual meetings, teachers and teaching assistants should ensure that they are visible on camera and that there is nothing inappropriate in the background (posters/slogans/personal family photographs).
 - When attending virtual meetings, teachers or teaching assistants should ensure that they are in a room free from other children or pets.
 - When attending virtual meetings, teachers or teaching assistants should ensure that there is minimal background noise (e.g. from household members, TV or radio).

Remember:

- Anything we say or do online can be recorded, stored, edited and forwarded without our knowledge. We must keep every interaction with our students professional.
- Know when your camera and microphone are switched on. Make sure your camera

AND MICROPHONE are switched off when you no longer need to engage with your students in real-time.

- Parents might watch you teach, so be prepared for that. Be professional and keep standards high.

Appendix 2

Supporting your Child's Wellbeing at Home

As a school we are aware that it can be difficult for children having to complete remote learning at home for whatever the reason. It is not an ideal situation and we know that children are missing their friends and teachers and that the lack of routine can be hard for children to manage. With this in mind, we wanted to offer advice and support for families on ways they can further support their child / children whilst they are working from home.

Home learning:

- If your child / children are struggling to complete all of the work set on the school website or class Dojo, ask your child to complete what you think is manageable for them, especially if they are having to work independently.
- Teachers will upload work for that day by 9.00am.
- If your child / children are finding it hard to complete a lesson all in one go, try breaking it up into smaller chunks over an hour or so. You could set up a timetable to show when it is time to do school work and when it is time for them to do something else to free yourself up to do something together.
- We would like work that has been set that day to be submitted back that day. The government guidance asks that schools do a daily check to see pupils have engaged in learning, so we monitor daily.

Wellbeing activities

There are various websites that have ideas and activities for how you could support your child's mental health and wellbeing whilst they are having to learn from home.

EYFS and KS1	KS2	General Support for Families
Cbeebies Big feelings Come and Go Story Disney Dance Alongs	CBBC Newsround Brain Breaks	YoungMinds Positive Parenting Project Anna Freud Suffolk Children and Young People's Emotional Wellbeing Gateway

We are here to help, please do make contact with us and we will do our best to support you and your child.

Also see our Class Dojo privacy policy.