



Remote Learning Policy and Plan

Langstone Infant School



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1. Aims

The aims of the remote learning policy are to:

- Ensure arrangements are in place to provide for continuity of education in the case of disruption to learning, for example, by an outbreak of COVID-19.
- To further build opportunities of extended learning beyond the classroom.
- Provide a clear model for remote learning for all stakeholders.
- Set out some key quality standards for remote learning and establish systems through which remote learning can be quality assured.
- Ensure remote learning is sustainable for staff, pupils, their families and the environment
- Establish key expectations for delivering different aspects of remote learning.

2. Principles

- Remote learning is based on the curriculum designed for children in school.
- It can be used to support this learning (for example flipped/ blended learning, replaying recorded teacher explanation or modelling, providing opportunities for practice, personalising assessment and/or feedback).
- Use of technology can enhance these elements of learning, but our remote provision is not exclusively based on use of technology. Tasks set will include activities away from the screen.
- The teacher is always central to the provision of remote learning, both in planning, presenting, enabling and providing feedback (for example recording personalised messages, providing positive reinforcement, monitoring progress on tasks and providing personalised feedback where possible).
- Remote learning is part of a planned learning journey.
- Remote learning must be flexible to allow for individuals to follow the programme at their own pace or within the constraints presented by their home situation (eg; parents working shifts, access to resources/devices, needs of other siblings).
- Children should be able (as far as is possible) to access resources independently through google classroom.
- Teachers should teach children how to interact with remote learning materials while they are in school, so they can transfer this to the remote context more readily (Use of Computing sessions to enable familiarity of technology, resilience building and working together to find solutions, teaching classes across the year group simultaneously, introducing flipped learning/homework tasks with explicit attention to how they should be carried out, use materials from remote learning providers eg: Oak National Academy, White Rose) in lessons.

3. Quality Standards and Assurance

During the COVID-19 outbreak in spring 2020, schools in the Trust responded rapidly in order to provide remote learning for children. During this period a lot was learnt about ensuring high-quality provision which Trust leaders have agreed should be carried forward both in our 'traditional' provision and our planning for any future disruption to learning. We have agreed that high-quality remote learning will include these features:

- Remote learning is an integral part of a broad and balanced curriculum sequence planned for pupils attending school or, in the case of pupils who require temporary access to learning from home, an alternative to face-to-face provision.
- If children are accessing remote learning as a substitute for the in-school curriculum, the programme should cover enough of the core learning to minimise the risk of children falling behind their peers. Leaders provide a clear expectation of the quantity of work each year group will be set.
- Children should have frequent, ideally daily interaction with a teacher in some form.
- Materials provide clear expectations about what knowledge and skills are intended to be taught and practised in each subject.
- The school supports families to ensure access to the highest quality remote education resources through digital, paper or other sources.
- The school has agreed which online tools provide the best support for children's learning and this is consistent across year groups, phases and key stages as appropriate.
- The specific needs of different groups of children and individuals are taken into account when designing remote provision, including access to adult support and suitable electronic devices/access to broadband.
- The learning of new content is supported through frequent, clear explanations, delivered by a teacher either through recordings, high-quality externally produced material or other resources.
- Teachers are enabled to gauge how well pupils are progressing through the curriculum by providing opportunities for questioning and other appropriate forms of assessment. Leaders have provided a clear expectation on how frequently this is done.
- Feedback from pupils is used to adjust the pace or difficulty of what is being taught for whole classes, groups or individuals.
- All staff engaged with remote learning will be alert to safeguarding and data protection regulations and best practice at all times.

In order to ensure this quality standard is met by all teachers, leaders will:

- Identify key staff responsible for monitoring and quality assuring planning (see below).
- Set out a timetable for monitoring and a reporting structure to provide an overview of quality.
- Be clear with staff about expectations (see below) for frequency of feedback, quantity of work and its link to the curriculum.
- Report to the Local Governing Body and the Academy Improvement Partner on the quality of remote provision as required.

4. Sustainability

Leaders will ensure that the remote learning programme designed in the school is sustainable for teachers, pupils, parents/carers and leaders at all levels as well as for the environment by:

- Providing training which enables staff to work smartly (see below).
- Establishing clear expectations of all staff in relation to providing remote learning.
- Enabling groups of staff to collaborate in order to reduce workload.
- Ensuring timetables are adjusted in response to the demands of remote learning in the event of partial closure.
- Considering the impact of the programme on children's well-being.
- Communicating effectively with parents and carers in order to support them in enabling their child's remote learning.
- Minimising the need for printing of materials either at home or at school.

- Establishing contingency planning to release teachers to have additional time to manage remote learning. This could be facilitated by use of technology to teach more than one class simultaneously.
- Considering the ongoing environmental impact of devices purchased to enable remote learning.

5. Training

- All staff should be provided with high-quality training in order to provide remote learning effectively.
- Staff should expect to address their own areas of need through training.
- Training needs should be identified for individuals and groups of staff in order to ensure the quality standards in paragraph 3 can be met.
- The impact of training should be monitored through the performance management process and through the quality of provision.

6. Expectations

Teachers will:

- Teachers will have readily available, specific work to reflect learning in the classroom
- Meet the quality standards as set out in paragraph 3 - Plan a range of activities including digital and non-digital platforms and tasks set in smaller steps to accommodate for all needs.
- Prepare to switch to remote learning activities in response to individuals, groups or whole classes being unable to come to school.
- Adjust planning to take account of the different contexts of their children, including access to devices, broadband internet and adult support.
- Aim to work alongside TA in planning and delivery of remote learning.
- Acknowledge and feedback on activities where appropriate during normal school working hours.
- Take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow.

Teaching Assistants will:

- Support teachers in preparing remote learning opportunities for children in line with the quality standards set out in paragraph 3
- Be flexible in switching between face-to-face provision and remote provision as required by events
- Support personalisation of materials and/or delivery according to the specific needs of individuals or groups, particularly in the case of 1:1
- Work with the teacher to take an active role in keeping in contact with children and families as required during school hours

Subject Leaders will:

- Actively support staff with creating clear and progressive sequences of learning from 'content at risk' and progression documents
- Monitor the quality and impact of remote learning and ensure the quality standards in paragraph 3 are met by alerting teachers to resources they can use to teach their subject remotely

Senior Leaders will:

- Co-ordinate the provision of remote learning across the school
- Direct staff to move between face-to-face provision and remote provision for as many pupils as required according to events
- Ensure workload is reasonable for all staff
- Oversee the monitoring of remote learning and evaluate provision against the quality standards set out in paragraph 3 through meetings with teachers and subject leaders, reviewing work set and reaching out to pupils and parents for feedback

Designated Safeguarding Lead will:

- Identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning
- Arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- Contact with vulnerable pupils' social workers or other care professionals through the SENCo during the period of remote working, as required.
- Ensure that all members of staff report any safeguarding concerns to the DSL immediately. e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns

Children will:

- Take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Be given several days to complete a task to allow for sharing of devices within the family
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that
- Read daily, either independently or with an adult for at least 15 minutes
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.
- To share with their class teacher (via their parent) any extra activities they have done e.g. cooking, painting, gardening etc – All activities have learning potential

To support, Parents could:-

- Support their child's learning to the best of their ability and contact the school for any support needed
- Encourage their child to access and engage with activities from their teacher
- Refrain from screenshotting or copying any information, messages or posts to share on social media
- Know they can continue to contact their class teacher, or other Leaders as normal through email
- Check their child's completed work each day and encourage the progress that is being made
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax

7. Monitoring arrangements

The delivery of Remote Learning is monitored M. Carter and reported back to V. Page:

- Regular contact with Year groups
- Contact with families
- Sampling responses and planning
- Offering support for planning and delivery of activities

This policy will be reviewed by the Headteacher and Deputy Headteacher every two years. At every review, the policy will be approved by the governing board.

In the event of a child being absent due to awaiting test results or self-isolating, the office will inform the teacher who has 48 hours to respond. The work for the child will be immediately ready for accessing through the Google Classroom. The parent will be notified via Parentmail of access arrangements.

	Access to Learning	Access Arrangements
Children Self Isolating	<p>Families will be able to access the class work through the Google Classroom for their child's class.</p> <p>Parents have received the login details for their child's Google Classroom account.</p> <p>Children will be encouraged to read school books and continue to practice phonics skills via Teach your monster how to read, phonics play and other platforms.</p>	<p>Teachers will prepare the remote learning planning alongside their weekly planning – each teacher will take a different subject to focus on.</p> <p>The planning provided for pupils should reflect the learning that is going on in the classroom as closely as possible.</p>
Feedback	Families will be expected to email the class teacher their outcomes via the class email, or upload work through Google Classroom.	
Bubble Isolating or full closure	<p>Families will be able to access the class work through the Google Classroom for their child's class.</p> <p>Parents have received the login details for their child's Google Classroom account.</p> <p>Children will be encouraged to read school books and continue to practice phonics skills via Teach your monster how to read, phonics play and other platforms.</p>	<p>Teachers will prepare the remote learning planning alongside their weekly planning – each teacher will take a different subject to focus on. This may be done at home or in school.</p> <p>Pre-recorded sessions may be provided by any class teacher still teaching a class in that year group.</p> <p>The planning provided for pupils should reflect the learning that should be going on in the classroom as closely as possible.</p>
Feedback	Families will be expected to email the class teacher (or covering adult) via the class email at least twice a week, or upload work through Google Classroom. Families that have not been in contact will be called in order to offer additional support.	

Date Approved		
Owner		Local Governing Body
Review Date		Two years from approval