



Remote Learning Policy and Plan

1. Aims

This Remote Education Policy and Plan aims to:

- Outline the school's approach to educating pupils who will not be attending school, as a result of government guidance 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 that remote education is offered as soon as it becomes necessary.
- Ensure consistency in the approach to remote learning for all pupils, including those with SEND, who are not in school through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering 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' learning addresses lost learning, as well as reinforces prior learning and supports them to learn new facts and concepts.
- Ensure that pupils engage in learning they would have completed had they been in school.
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback.
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered.
- Support effective communication between the school and families so that:
 - Parents have opportunities to engage with staff to support their mental health and wellbeing
 - Parents and pupils can access and make the best use of resources.
 - Parents can seek support in adapting to remote learning alongside their own responsibilities and personal circumstances such as working commitments.
- Ensure that access to learning materials is supported where there may be a lack of necessary equipment.

2. Who is this document applicable to?

- Children who are absent because their household is required to self-isolate.
- Children who are part of a bubble which is not permitted to attend school because a member has tested positive for Covid-19.
- Children who are unable to attend school due to a national or local lockdown.

Where an individual pupil is unable to attend school due to awaiting test results they will be supported by work provided through the school website phase pages, which will broadly mirror that being taught to the rest of the class who remain in school.

3. Resources

Resources used to deliver this Remote Learning Plan include:

- School Online tools:
 - Tapestry for Early Years – Preschool and Reception
 - Purple Mash for KS1 and KS2



- School website
- Videos:
 - An introduction to the remote learning
 - Specific core subject sessions e.g. phonics, place value in maths, writing grammar aspects
- Live sessions:
 - Sessions which will include:
 - Assemblies
 - Sessions with class teacher linked to wellbeing and/or curriculum activities
- Learning Packs/Materials:
 - Timetable to follow
 - Introduction to Purple Mash from website
 - PDF sheets with information, tasks and activities
 - Word documents for direct work entry
 - Presentations for lesson development
 - Other e-resources e.g. reading texts, games and videos
 - Links to other online learning tools e.g. BBC Bitesize, Oak Academy
- Information for parents on the school website phase pages to support them in aiding their children's access to the learning.
- Staff CPD via e-learning on Every

The detailed remote learning planning and resources to deliver this policy can be found here:

Website phase page links:

- [Reception page link](#)
- [Yr1/2 page link](#)
- [Yr3/4 page link](#)
- [Yr5/6 page link](#)
- [Purple Mash log in page link](#)
- [Tapestry log in page link](#)
- [BBC Bite size home page link](#)
- [Oak Academy on line lesson home page link](#)
- [Code of Conduct for Remote learning](#)

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 be informed by the feedback from previous learning live and remote
- Pupils will study a broad range of subjects from across the curriculum
- Pupils will learn concepts not previously covered, new facts and concepts, as well as complete activities that reinforce their prior learning.
- Those who are isolating and cannot attend school will access similar learning to that which their bubble is completing within school.
- Activities will be varied and not solely consist of 'screen time', for example art activities, simple science experiments and DT projects
- Teachers will have access to a wide variety of resources to share remotely.



- Resources will be quality assured by subject and senior leaders, through normal school monitoring and evaluating systems
- Staff will have the training they need to provide online learning safely
- All pupils will have access to the resources they need to learn. We will ensure this by providing resources/learning materials through a variety of ways/media e.g. as PDFs, online interactive activities
- Teachers will communicate the purpose of activities and their success criteria for pupils
- Pupils in KS1 and 2 will access Purple Mash learning resources as part of in-school delivery, so that they become used to working with this to support their remote learning.
- SEND will not be a barrier to accessing the curriculum at home, because the school will work in partnership with families through differentiated options and where appropriate personalised learning.
- Staff workload will be managed through careful monitoring and be supported by phase leaders and the wider SLT.
- Leaders will measure engagement in remote learning through assessment of work submitted and surveys for children and parents. This information will be used 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 our online platforms Purple Mash and Tapestry.

Resources will be shared with pupils and parents via the school website, Purple Mash and Tapestry.

We 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 via the office by email (office@swavesey.cambs.sch.uk) so that other options can be explored.

All children are taught in the first few weeks of the autumn term about 'Acceptable Use of e-resources', which includes e-safety rules. This applies when children are working on computers at home. Pupils and their parents should follow our simple SMART Internet safety rules ([see separate poster – link here](#))

6. Roles and responsibilities

Senior and subject leaders

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

- Supporting teachers in adapting schemes of learning so that they 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
- Leading virtual meetings to ensure consistency across the phases/subjects
- Monitoring the effectiveness of remote learning
- 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 our online platforms and other resources previously identified to be used in remote learning.

Teachers unable to work due to illness will not be expected to facilitate remote learning and this will be supported by non-class based senior leaders.

Teachers who are isolating due to having the virus but are asymptomatic, or who are well but isolating as part of the test and trace process, will facilitate remote learning for their bubble or individuals within their bubble if they are also isolating.

When providing remote learning, teachers must be available between 8.45am and 3.30pm

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the pupils in their class as planned as a phase
 - The work set should follow the usual timetable for the class had they been in school, wherever possible
 - Teachers will set work using the school website and online platforms Purple Mash and Tapestry
 - Teachers will set daily English and mathematics work and at least one other subject
 - Planning and resources will be completed by phase staff and sent to senior leaders before they are made available to pupils and parents
- Providing feedback on:
 - Reading, writing and mathematics work
 - Work in other subjects
 - The frequency with which teachers will provide feedback is set out within [Marking and Feedback Addendum Policy](#)
- Keeping in touch with pupils who are not in school and their parents:
 - The school will make weekly contact, via emails, phone calls or through feedback to work on our online platforms
 - If there is a concern around the level of a pupil's engagement, the teacher will discuss this with the phase leader and contact the parent to discuss the matter. The teacher will provide an opportunity for discussion around mental health and wellbeing of the whole family as well as support for remote learning. If engagement remains concerning the teacher will discuss this with the headteacher, deputy head or SENDCo who will contact the parent.
 - Teachers should only use the school email system or the school online learning platforms to communicate with parents and pupils. All parent/carer emails should come through the school office email office@swavesey.cambs.sch.uk
 - 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.
 - Where a family displays difficult behaviour or is unable/unwilling to comply, teachers will inform the headteacher, deputy Head or SENDCo who will contact the family.
 - If a teacher is facilitating remote learning while isolating and there is a need to make contact with a parent from a personal phone, they must insert 141 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 within at least 24 hours, with appropriate actions being taken as necessary.



- Any complaints or concerns shared by parents or pupils should be reported to the headteacher; 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. Planning and other activities will not be undertaken until the teacher is fit for work.

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 their class teacher or 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, deputy head or SENDCo
- Assisting the class teacher with supporting pupils and families
- Preparing home learning resources
- Supporting remotely a child they may work 1:1 with
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents
- Completion of work that accords with school development 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
- Liaising with the IT technician or IT service to ensure that any specialist technology used for remote learning is accessible to pupils with SEND and that reasonable adjustments are made where required.

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 Technician/Admin Team

During the technician's weekly 2 hour visit they will be responsible for supporting the following alongside their normal work:



- Fixing issues with systems used to set and collect work or directing relevant staff to the appropriate help for the network (i.e Tapestry help support, e4education website support or Purple Mash support).
- 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

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 or teaching assistants via their virtual learning platform (younger children EY/KS! May need parental support with this)
- 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, referring to timetables and such information provided.
- Support their children in their reading as far as they are able, so that they continue to read using such resources as their home reading book, online reading resources and appropriate books at home.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This includes 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 through the school office.
- Be respectful when making any 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:

- 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 DSL. If they are unable to contact one and it is an urgent matter, they will speak to a member of the senior leadership team. All safeguarding policies and procedures continue to apply during any periods of remote learning.

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 and Child protection policy
- Positive Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Staff Code of Conduct
- [Code of Conduct for Remote learning](#)