

# Remote Learning Policy

## Aim

In the event of a school closure or a group of pupils being unable to attend school for an extended period, the school is committed to providing continuity of education to its learners through a process of remote learning.

This policy details how that remote learning will take place to ensure:

- a consistent approach to remote learning
- everyone in the school community knows their responsibilities
- safeguarding and pastoral guidelines are explicit

Support for individual pupil who are absent from school will be decided on a case-by-case basis in consultation with the form tutor and the Deputy Head Curriculum.

## Roles and responsibilities

Experience during the spring 2020 lockdown for COVID has shown that remote learning is challenging and that everyone involved needs to fulfil their role and work together for learning to be successful.

### Teachers

The fundamental role and expectations of a teacher do not change during remote learning. They continue to be responsible for planning, preparing and teaching lessons, including the setting of appropriate work and assessing, recording and reporting the development, progress and attainment of pupils in their care. Teachers should:

- Be accessible during normal working hours, 8am – 6pm. The school will create a separate bubble for Amesbury staff children as part of the keyworker response in order to support staff with this
- Report sickness or other commitments in the usual manner
- Provide teaching and learning resources, online, in a timely manner according to an agreed timetable and process
- Include a range of learning activities in lessons so that pupils have time away from screens
- Take into account the diverse learning needs of pupils in their classes when planning lessons and ensure that the work set is accessible to all
- Work with TAs, Reading Support Assistants and SEND support teachers to differentiate activities and provide additional support as necessary for pupils
- Monitor attendance (Y5-8) and completion / standard of work. Any issues should be discussed with the form tutor before taking them up with the pupil or parents as appropriate
- Feedback to pupils about their work. This could be via detailed marking of a piece of work, using digital tools such as Forms, or as whole class feedback
- Respond to communications from parents and pupils in a timely manner ie within one working day. It is recognised that this may be an acknowledgement of their email whilst seeking further information

- Seek support from HoDs and/or SLT if parents express dissatisfaction
- Facilitate regular tutor times to allow pupils to socialise and interact with peers and teachers
- Respond to the pastoral needs of pupils in their tutor group
- Attend school meetings online as required
- Continue to adhere to all school policies whilst working remotely eg the Safeguarding policy
- Carryout schoolwork using their school device or, if using another device, only work online in the school Microsoft environment to ensure adherence to the Data Protection policy

### **Teaching Assistants and Reading Support Assistants**

Teaching Assistants and Reading Support Assistants should

- Remain in close contact with those members of staff with whom they work in order to provide support wherever possible

### **SEND Support Teachers**

Pupils should continue to receive support during lessons and withdrawn support as usual during remote learning. Teachers should:

For all pupils

- Remain available to staff with whom they work to offer advice and support on differentiating teaching and learning resources
- Continue to work with pupils who receive withdrawn additional support in English and Maths in 1:1 or small groups. Sessions should be via online Teams meetings at times agreed with parents
- Provide online resources or post packs of activities home as appropriate for the pupils

For pupils in Y5-8

- Be present during lessons to provide in-class support to pupils as during normal teaching

### **Leaders**

Leadership responsibilities continue as usual during remote learning.

HoDs should:

- Monitor the effectiveness of remote learning in their department to ensure consistency and a high quality of teaching whilst teachers are dispersed
- Support staff in their department to adapt planning and teaching appropriately for remote learning
- Ensure staff in their department are supported to use digital tools appropriately and effectively for remote teaching and learning
- Support staff in their department in communications with parents

Heads of Year should:

- Work with form tutors to respond to the pastoral needs of pupils

- Support form tutors in their communications with parents
- Facilitate year group activities to help pupils to continue to feel part of the school community

Deputy Head Curriculum should:

- Replace the normal school timetable with one adapted for remote learning
- Ensure the effectiveness and consistency of remote learning across the school through regular meetings with HoDs, reviewing the teaching and learning materials set or obtaining feedback from pupils and parents
- Communicate and work with HoDs to support staff and monitor workload
- Support HoDs and teachers in departments where a member of staff is unable to fulfil their teaching responsibilities for any reason

Deputy Head Pastoral should:

- Work with Heads of Year to support the well-being of all pupils
- Monitor the well-being of staff and facilitate meetings and activities to ensure a community spirit

Assistant Head Operations should:

- Ensure that the school remains open and safe for vulnerable children and children of key workers

Designated Safeguarding Lead should:

- Continue to respond to safeguarding concerns, keep relevant paperwork up to date and attend training
- Ensure the Safeguarding Policy is implemented effectively whilst learning is taking place remotely
- Provide guidance for staff relating to safe practice whilst working remotely

Head should:

- Ensure effective and timely communication across the school community
- Ensure the school continues to function remotely as best it can in all capacities.
- Decide the length of each period of remote learning, with reference to government predictions
- Support staff in communication with parents, particular where this shows signs of becoming problematical
- Support all staff to ensure effective remote learning and the on-going well-being of the school community

## **Parents**

The role of parents is to facilitate a positive learning environment for their children and to support them in communicating with their teachers. Parents should:

- Provide children with an appropriate table and chair in a quiet space to give them a good environment for learning.
- Consider establishing a daily routine in order to support their child's learning

- Support children to work as independently as possible, so that teachers know what children can achieve unaided, whilst at the same time showing an interest in their work, as this will help children to be motivated to learn
- Support their children to communicate effectively with their teachers
- For younger children (EYFS-Y4), give some thought to the provision of devices for the teaching element of lessons. Devices will need to have internet connectivity and allow children to watch videos and join in online meetings. A keyboard is not a necessity. All teaching materials will be delivered digitally. Learning activities may be completed digitally, on paper or as practical activities. Children in Y5-8 will have their school laptops. Younger children will be provided with exercise books for completion of written work.
- Support younger children to access, complete and, if requested, send their learning to teachers. Teachers will aim to facilitate independent learning as much as possible, but it is inevitable that younger children will need some support.
- Inform the form tutor if children are unwell or unable to engage in learning
- Communicate with teachers via email, in the first instance, recognising that teachers' hours of work are 8am until 6pm. All communication should be respectful and recognise that everyone is working together for the benefit of the children.

## **Pupils**

Pupils are expected to actively engage with their learning in the same way as they would in school. Teachers will do everything that they can to make the learning interesting and accessible, recognising that remote learning means that pupils will miss the collaborative nature of working alongside their peers. Pupils should:

- Engage fully with their learning so that they continue to make progress
- Complete all the set learning to the best of their ability. Whilst flexibility is built in for younger pupils, everyone is expected to engage with the learning as specified unless they are too ill to do so.
- Sit at a table at home to complete learning unless the activity requires otherwise
- Communicate with teachers to seek help
- Continue to follow their age-appropriate digital Acceptable Use Policy which applies both at school and outside school
- Follow the guidelines for online meetings (see APPENDIX B)

Pupils in Y5-8 should:

- Use their school laptop for lessons. Teachers will be preparing work with the expectation that all the tools provided on the school device are available to pupils.
- Catch up on missed learning as they would do in school. Their form tutor will support them to manage the workload and to liaise with their subject teachers.
- Communicate appropriately with teachers and peers using Teams. All posts to Teams should use language appropriate for the classroom.
- Use school systems to communicate for school purposes only (as stated in the AUP)
- Check emails and Teams regularly for school communications

## **Teaching and learning**

Teaching and learning expectations during remote learning will be different depending on the age of the pupils, however there are common expectations across the school.

- All learning should include:
  - Face to face time with a teacher – this may be synchronous via a Teams meeting or asynchronous in the form of a recorded video
  - Teaching in the form of a screencast video or a Teams meeting
  - Activities to be undertaken by pupils
  - A formative assessment activity **or** a process for pupils/parents to evaluate their learning **or** a request to send in work for feedback from the teacher
- The need to print resources for younger pupils should be minimised. Anything that may need to be printed should be provided in pdf format.
- All teaching and learning will use digital platforms but teachers are aware of the need for pupils to spend time away from the screen so work will include a range of activities
- Lessons / sessions will be shorter than those on the normal school timetable in recognition of the greater intensity of remote learning. This will also allow time for screen breaks.
- The school will provide younger pupils with exercise books in which to complete work. These should be brought into school whenever pupils are allowed on site.
- Pupils in Y5-8 should insert work into their digital notebooks.
- It is recognised that remote learning may require the planned curriculum to be adapted as some topics will not lend themselves easily to remote learning. On returning to school, topics will be rescheduled as appropriate. The pace of lessons may also be affected by the lack of direct contact between teachers and pupils. Teachers will focus on core skills in each subject.
- An age-appropriate timetable of work will be planned, taking into account the intensity of remote learning and the well-being of pupils. Additional work will only be provided in exceptional circumstances.

See APPENDIX A for specific information by year group.

## **Pastoral care and safeguarding**

During remote learning the primary responsibility for the pastoral care of children rests with the parents. Subject teachers, form tutors and SLT will continue to monitor and contribute to the well-being of pupils as much as possible.

- Subject teachers should raise any concerns that they have with form tutors
- Form tutors should maintain communication with their tutees and support them as appropriate. They should continue to discuss any concerns with the parents, Year Heads or Deputy Head Pastoral as they would during normal school
- CPOMS should continue to be used to report and record pastoral issues
- Parents should discuss any concerns with form tutors in the first instance

## **Communication**

Whilst the staff, parents and pupils are dispersed during remote learning, it is important to maintain good communication to ensure that everyone continues to feel part of the school community and is informed about matters affecting the school.

- The Head will hold a regular webinar to address general parental questions and concerns
- The Head will start and end each teaching day with a brief online meeting that will be accessible by the whole school community
- Form tutors will facilitate tutor times regularly during the week. These may be with smaller groups for younger pupils recognising that they do not find it easy to take part in digital meetings
- Form tutors will contact families at least once a half term, more frequently if there are concerns
- The weekly email and newsletter will continue to be produced
- All meetings related to the normal running of the school eg SLT, staff, pastoral, HoDs, will continue to take place as online meetings
- Line Managers will check-in with staff regularly to check on their well-being

## **The digital remote learning environment**

Remote teaching and learning will be facilitated using digital platforms as follows:

- EYFS-Y2 – Tapestry
- Y3-4 – Wakelet
- Y5-8 – Microsoft Office 365

Pupils in Y5-8 should use their school laptops. These will continue to be supported by the IT Department. Issues with devices should be addressed promptly as teaching and learning in these year groups assumes that pupils have a working school laptop. A list of FAQs is provided on the parent portal on the school website to support pupils and parents to identify and solve issues with their laptops. If the solution to a problem cannot be found using the FAQs, parents should complete the Help Request Form in the same place.

Pupils in EYFS-Y4 will need a device to access remote learning. A maximum of three hours of learning will be provided for pupils daily although it is unlikely that this will all be online. Parents will need to facilitate children's access to the online remote learning environment.

## APPENDIX A – Year group specific information

	EYFS – Y2	Y3/4	Y5-Y8
<b>Digital platform</b>	Tapestry	Wakelet	Office 365
<b>Daily learning expectation</b>	Up to 3 hours daily, covering the subjects below	3 hours split into four sessions of approximately 40 minutes each	An adapted timetable, including all lessons. The timetable will be uploaded to the pupil's digital handbook. Lessons will be 45 minutes in recognition of the greater intensity of remote learning and to allow for screen breaks.
<b>Subjects covered</b>	Weekly timetable made available on Friday of previous week. Sessions to cover: <ul style="list-style-type: none"> <li>• English/phonics</li> <li>• Maths</li> <li>• Topic</li> <li>• Daily story</li> </ul>	Regular weekly timetable <ul style="list-style-type: none"> <li>• English and Maths four times a week</li> <li>• Reading daily</li> <li>• All other subjects – one 40 minute session a week</li> </ul>	All subjects as usual
<b>Teaching / learning method</b>	Asynchronous – allowing households to be flexible around other commitments	Asynchronous – allowing households to be flexible around other commitments	Synchronous – teachers will supervise pupils during the lessons although an adult should also be present in the house
<b>Learning sessions available</b>	By 6pm on the previous working day	By 6pm on the previous working day	At the time of the lesson
<b>Teacher responsible for learning sessions</b>	One teacher specified for each year group and subject	One teacher specified for each year group and subject	Normal timetabled teacher
<b>Teacher responsible for feedback</b>	Class teacher	Normal subject teacher	Normal timetabled teacher

<b>Feedback</b>	Pupil work posted to Tapestry by parents for class teacher feedback	As in normal class teaching, teachers will not mark all work in detail. Teachers will explicitly request that some work be emailed to class teachers for individual feedback. A range of digital tools familiar to the pupils will also be used to provide formative and whole class feedback	As appropriate for the lesson using the digital tools that are familiar to the pupils
<b>Tutor time</b>	Regular sessions Tuesday and Thursday at 10.30am for the whole class	Regular sessions Monday/Tuesday and Thursday/Friday, half a form group at a time	Regular sessions Tuesday and Thursday as timetabled
<b>Assembly</b>	The Head will start each day at 8:20am and end each day at 4pm with a brief online meeting	The Head will start each day at 8:20am and end each day at 4pm with a brief online meeting	The Head will start each day at 8:20am and end each day at 4pm with a brief online meeting
<b>Prep / lesson catch-up</b>	Teachers will support pupils to catch up on any missed material as part of normal lessons	Pupils/parents should liaise with their form tutor about missed work	Prep will not be set during remote learning as all pupil learning is independent Pupils will be expected to catch up on missed work, as they would during normal school. Form tutors will help pupils to manage their workload

## APPENDIX B – Etiquette for online meetings

All pupils will have online meetings with their peers and teachers. Meetings will use the Microsoft Teams app. Pupils and teachers should follow these guidelines for all meetings.

- As far as possible, pupils should join meetings in a communal space at home. It is recognised that this may not always be possible, particularly for pupils in Y5-8. If an attendee is working in a bedroom, this should not be apparent to anyone else at the meeting.
- An adult must always be present in the house when a pupil is taking part in an online meeting
- Meetings should never be 1:1 between teacher and pupil. If any such meeting is deemed necessary, then it should be with the consent of a parent and should be recorded by the teacher to protect both parties.
- **Everyone in a meeting should dress appropriately.** Teachers should dress professionally. Pupils should dress as for a non-uniform day. Pyjamas should not be worn.
- Meetings must be started and ended by teachers. Teachers should be the last to leave the meeting.
- All attendees should join the meeting with their camera on unless this is difficult due to internet speeds. The teacher should share their screen from the start of the meeting using together mode so that all pupils are in the same space with no backgrounds
- Meetings are times for pupils to be with their teachers, as they are in school. Parents/carers should aim to support pupils to join meetings, where necessary, but then leave the children as much as possible to enjoy the meeting.
- All communication during meetings should be appropriate for a school environment.
- Meetings between pupils using school systems are not permitted unless they are supervised and facilitated by a teacher.
- Meetings for Y5-8 pupils will take place in the Working at Home channel in a Class Teams or in the General channel of the Year Group Team as appropriate
- Links for meetings for Y3-4 pupils will be inserted in the appropriate Wakelet
- Links for meetings for EYFS-Y2 pupils will be added to Tapestry

