



## Remote Learning Policy

Policy Control	
Responsible Person	Head of Research & Quality of Education
Responsible Governor Team	Quality of Education
Date Approved by Governors	15 October 2020 Updated January 21
Date Due for Review	October 2021

**All our policies are written with the objective of continuously improving our schools in our aim of realising the federation's vision:**

*to be*

learning communities that enable people to live life in all its fullness in a changing world

*to do this we*

build meaningful relationships within our communities to develop and fulfill our potential

*through our values for life*

Curiosity – Compassion – Courage – Commitment

as told in The Good Samaritan – Luke 10:25-37

*Our governors, leaders and staff are expected to*

*uphold our values and work together towards our vision of a life in all its fullness*



The Diocese of  
Canterbury

THE CHURCH  
OF ENGLAND

## 1. Statement of School Philosophy

Our Christian Values, curiosity, courage, compassion & commitment, underpin all that we do in both schools. We follow the National Curriculum and through the embodiment of our values, children develop the necessary skills and knowledge and experience a wide range of opportunities through our broad and enriched school and outdoor curriculum. Our curriculum and values develop children's character, encourage good mental health and enable them to live life in all its fullness now and in the future.

We continue to strive to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

## 2. Aims

The DfE [Guidance for full opening: schools](#) states that on schools' return in September 2020, parents have a duty to ensure their child attends school regularly. Furthermore, where a child is unable to attend school **because they are complying with clinical or public health advice** schools are expected to immediately offer that child access to remote education and the absence will not be penalised. All other children must attend school.

This Remote Education Policy aims to:

- 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 members of the school community with regards to delivery high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Health and Well-Being and parent support
- Consider continued education for staff and parents (including their Personal Development, monitoring and home/school engagement)
- Support effective communication between the school and families and support attendance

## 3. Who is this policy applicable to?

This Remote Education Policy applies to the following:

- A child (and their siblings if they are also attending 10:10 Primary Federation Schools) is 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.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- Multiple bubbles or the whole school is not permitted to attend school because of a wider outbreak of Covid-19 in the school.

The provision of remote learning is not a requirement for those who do not fall into these categories including non Covid 19 related illness or absence. Remote learning is not an alternative to students' full time attendance at school.

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

Peter Goodman, Head of Research & Quality of Education, is responsible for Remote Learning across the federation.

## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online digital platforms:
  - EYFS - Tapestry Journal
  - KS1/KS2 - Google for Education; including Google Classroom, Meet, Drive etc.
  - Staff - Google for Education; including Google Classroom, GMail, Calendar, Drive etc & Zoom.
  - Trackitlights - all classroom behaviour
- Use of video conferencing software for daily registration, teacher 'keep in touch', instructional videos and Collective Worship; Zoom, Google Meet and Screencastify.
- Phone calls home
- Printed learning packs and other physical materials such as story books and writing tools
- Third party content - currently, Timestable Rockstars, Numbots, Accelerated Reader, Bedrock Vocabulary, BBC Bitesize, Oak Academy.

## 5. Home and School Partnership

- The 10:10 Primary Federation 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.
- The 10:10 Primary Federation will provide a refresher online training session and induction for parents on how to use Google Classroom and Tapestry Online as appropriate and where possible, provide personalised resources.
- Where possible, it is beneficial for young people to maintain a regular and familiar routine. The 10:10 Primary Federation will encourage children to have a regular learning routine.
- We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- Every effort will be made by staff to ensure that work is set promptly and where possible using 'scheduling' on Google Classroom. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis, including providing access to technology.
- We would also encourage parents to encourage a healthy and balanced approach to screen time; using technology for learning and for leisure.
- All children sign an 'Acceptable Use Policy' at school which includes online rules and this applies when children are working on computers at home.
- The Federation will actively support parents to solve remote learning accessibility issues, particularly using the [DfE's Get Help with Tech scheme](#) to procure Chromebooks/IPads and resolve broadband connectivity problems.

## 6. Roles and responsibilities

### a) Provision: For individual children self isolating

#### Teachers:

- Using Google Classroom/Tapestry Journal to set meaningful and ambitious work that can be accessed each day in a number of different subjects. This can be scheduled ahead of time.
- Learning tasks can be in the form of an 'e-pack' with a cross curricular set of tasks. If a family has not access to ICT/Internet, then a physical pack of resources needs to be distributed.
- Tasks can range from previous consolidation of learning, but must also include recent/current work in class.
- 'E-packs' will need to be periodically updated to refresh/update content.
- Content should ideally be presented as separate tasks on Google Classroom assigned specifically to that child/children.
- Utilise/incorporate adaptive technological platforms; Bedrock, TTRS, Numbots, Accelerated Reader etc. Use and progress of children should be monitored regularly.
- Every opportunity should be made to utilise third party curated curriculum resources which offer learning support - eg National Oak Academy.
- Children isolated should be given some opportunity to communicate with their teacher and there is an expectation that some learning is uploaded for the class Teacher to feedback on. Teaching Assistants will play an important role in supporting teachers with this.
- There is no expectation for teachers to be 'live teaching' or creating bespoke video learning support content for individual children unless, through communication with the parent, children are finding it difficult to engage with the learning and need additional support. In such a case a recorded learning support video (eg screenshare using Screencastify) can be posted on Google Classroom.

#### Teaching Assistants:

- Teaching assistants must be available between their normal contracted hours of work.
- 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.
- Under the direct supervision of the Class teacher, continue to carry out their normal in-school activities; supporting quality first teaching, 1-2-1 provision, target interventions etc.
- Teaching assistants may be asked to post, respond to or feedback on learning to isolated children on Google Classroom/Tapestry Journal as directed by the class teacher.
- Teaching assistant to assisting teachers in the monitoring/use of adaptive technological platforms.

### b) Provision: For whole & multiple bubbles isolating

In the event of a bubble or whole school isolating, teachers must be available between 0900-1515. 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.

#### Teachers

- The aim will be to maintain momentum in children's learning, including the teaching of new curriculum content.

- All children will be registered at 0900 every morning on Zoom (link placed on Google Classroom); teacher should remain on video and children on mic only (no video). Teachers should use Studybugs to register (share screen if necessary). The registration session should also be used to set up the day's learning.
- Teachers in Reception will set work on Tapestry Journal. Teachers in Years 1-6 will be setting work on Google Classroom.
- Weekly/daily schedules will be shared at the beginning of the week on Google Classroom
- Through Google Classroom, children should be set meaningful and ambitious assignments each day in a number of different subjects. Content should mirror our 'Curriculum Matrix' and associated schemes of work (eg Power Maths) and be well-sequenced so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.
- EYFS learning should similarly resemble learning that would have been taught in class and adapted to be supported at home. Certain aspect of learning requiring 'expert' knowledge, eg Phonics, could be shared through video.
- New content should be delivered by a teacher through high-quality curriculum resources or videos. Bespoke support video should be filmed using 'Screencastify' (a Chrome add-on) which is integrated with Google Classroom. Where learning objectives fully 'match' those of Oak National Academy's, their content should be also be used.
- Learning should cover the breadth of the subjects in the curriculum though core subjects should remain a focus. Maths and English
- Every effort should be made to utilise/incorporate adaptive technological platforms; Bedrock, TTRS, Numbots, Accelerated Reader etc. Other resources such as Language Angels, Learning By Questions (LBQ), Charanga etc should also be utilised. Use and progress of children should be monitored regularly.
- Teachers/TA to provide feedback on work that has been submitted (as stipulated on Google Classroom assignment instructions), making sure it is clear to children/parents which assignment will require learning uploaded against. Feedback should be in line with the 10:10 Primary Federations Feedback guide - progressive and meaningful.
- Teachers should adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Teachers should help engage specific members of their class for remote 'catch up' targeted interventions organized by the SENCO.
- All curriculum tasks submitted by 3.30pm and teachers will comment by the end of the week.
- Keeping in touch (by phone) with children/parents who are not engaging with home learning on a daily basis; ascertain what challenges they are having and try and resolve and issue/or consult with the SLT to discuss alternative school intervention.
- All parent/carer emails should come through the school admin account [office@goudhurst-kilndown.kent.sch.uk](mailto:office@goudhurst-kilndown.kent.sch.uk) or [office@benenden-cep.kent.sch.uk](mailto:office@benenden-cep.kent.sch.uk)
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL
- We expect that remote education (including remote teaching and independent work) will take pupils a similar time to learning taking place in schools; 3-4 hours. Learning will either be completed online (Google Classroom).
- A summary of the remote learning is as follows:

What	Details	Where it can be found
A timetable of the week	A breakdown of which subjects will be taught on which days	Class page of the website/uploaded onto Tapestry/Google Classroom on Mondays
A daily timetable	A breakdown of the daily activities, which are age and stage appropriate. This will explain what the children should complete with suggested timings of when they should complete it.	Tapestry/Google Classroom
Daily Registration	All children are to register daily at 0845. The class teacher will provide a Zoom link on Google Classroom. Children will see their teacher but they will be on audio only and unmute when their name is called. The teacher will also use the short session to explain briefly the learning for the day and expectations. Note: Children in KS1 should 'attend' registration with an adult present.	Tapestry/Google Classroom
Collective Worship	All children will have access to at least 3 collective worships a week including one delivered by SLT.	Tapestry/Google Classroom
Shorter activities	For Years 1-6, this may include two or more of the following: spellings, handwriting, Maths fluency (Numbots/Timestable Rockstars), Accelerated Reader, Bedrock Vocabulary etc. (activities are not limited to just these however)	Included with the daily timetable. Children will have logins to respective apps already.
Lessons, usually three a day.	A video/ explanation of the learning and learning task, slides, worksheets and links to other relevant websites will be included in these.  Children will be also encouraged to complete regular PE/exercise sessions (we would normally complete at least 2 hours a week in school) and will be provided with resources to do this. They will also be provided with PSHE/Wellbeing resources to incorporate in their week.	Tapestry/Google Classroom
Live Targeted Interventions	Specific children may be invited to participate in live Zoom 'catch-up' lessons with certain members of staff. These sessions will not necessarily be conducted by Class Teachers.	Studybugs
Feedback from the teacher	Teachers will indicate which lessons will require children to post work to on Google Classroom/Tapestry. All work posted will receive written feedback.	Tapestry/Google Classroom

### Teaching Assistants

- Teaching assistants must be available between their normal contracted hours of work.
- Most teaching assistants will be asked to work in-school to support the vulnerable/critical workers bubble.
- 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.

- Teaching assistants may be asked to contribute to online learning through Google Classroom/Tapestry Journal. This will include:
  - Scheduling learning as directed by the class teacher
  - Completing additional resources, well-being support - for example recording of reading a book to children.
  - As required, responding to children's working with feedback.

## Senior Leaders

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 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.

## IT Technician

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Assisting with the procurement and deployment of equipment to disadvantaged children.
- Helping staff with any technical issues they're 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, through the Computing Leader.

## The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organizations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support specific children need; providing specialist advice to parents, teachers and teaching assistants.
- Support the delivery of 'catch-up' targeted interventions.

## Pupils and parents

Staff can expect pupils learning remotely to:

- Be online (Zoom call) at 'registration' (in KS1, this will be with assistance of parents)
- Complete work to the deadline set by teachers on Google Classroom
- 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:

- Make the school aware if their child is sick or otherwise can't complete work via Studybugs.
- Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff
- Contact the school if unable to access children's learning because of technical issues.

### **Governing Board**

The governing board 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. Links with other policies and development plans**

This policy is linked to our:

- Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety Policy
- Acceptable Use Policies:
  - Children - KS1
  - Children - KS2
  - Staff
  - Staff Remote Learning

It is also linked to the [Remote Learning Guidance](#) for Parents/Pupils document.