



Vernon Primary School

Remote Learning Policy



'Nobody Else is Quite Like Me'

Contents

1. Aims
2. Roles and responsibilities
3. Who to contact
4. Data protection
5. Safeguarding
6. Monitoring arrangements
7. Links with other policies

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between the hours of the school day which currently range from 8:45am to 3:15pm. 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. Where they are unable to set work for their class, their year group partner should take responsibility for this. Should both teachers within a year group become unwell and unable to work, SLT will ensure that the children's work continues to be set.

When providing remote learning, teachers are responsible for:

- Providing an English, Reading, Maths and Foundation subject activity each day via Google Classroom. In Key Stage One there should also be a phonics activity available. Reception work will be posted on Tapestry and will include daily challenges and age-appropriate activities.
- In the event of a National Lockdown and schools being closed for the majority of pupils (with vulnerable children and children of key workers remaining in school), teachers in Years 1 to 6 will deliver at least two live sessions daily on Google Classroom (one daily live session in Reception). Please also see [Appendix A: Remote Learning Provision](#) for detailed information to Parents regarding Remote Learning.
- Work should be set and available from 4pm the day before it is expected to be completed. If a bubble or class closes at short notice (ie during an evening), work is expected to be uploaded by 10am the following working day.
- At the end of any live session, the teacher must ensure that all children have left the meeting before they close it. There is the facility to force children out of a live session if they will not leave themselves.
- Recording a session on days when there are no live sessions. In the event of school closure to the majority of pupils, video recordings will be included daily, as well as the live sessions.
- Sessions should be delivered and recorded in a quiet area of the home or school with as clear a background as possible.
- Giving feedback for any work that is submitted by a child on Google Classroom, Tapestry or by email. This should be a brief comment addressed to the child. Feedback should be given at least weekly.
- Responding to emails from parents/carers within 48 hours of receiving them Monday to Friday. Emails should be replied to within working hours.
- Any safeguarding concerns should be recorded using CPOMs, as they would be within the school setting.

- Any points regarding pupil progress raised by parents/carers, should be discussed by the teacher and can involve a member of SLT if appropriate.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal contracted working hours. These will vary according to their terms of employment.

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.

When assisting with remote learning, teaching assistants are responsible for:

- Carrying out directed tasks from teachers that they would normally work with.
- Planning activities for any children that they work with on a 1:1 basis. This may include planning a practical activity or even a recorded session.
- Where recordings are undertaken, it should be in a quiet area of their home or school with as clear a background as possible.
- Undertaking further training to support their professional development in school.

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring the remote learning delivered by the teaching staff.
- Having an understanding of how the Google Classroom and Tapestry systems works and ensuring that staff are confident in their delivery of sessions and class work through this.
- Being available, during working hours, to support staff in their delivery of remote learning and dealing with any issues that may arise.
- In the event of a school closure due to lockdown, senior leaders will speak with their teams at least once a week to ensure that there are no issues and to check on staff welfare.

2.4 Designated safeguarding lead

Please refer to the Safeguarding and Child Protection Policy with regard to the DSL's responsibilities and role. The responsibilities remain the same whether learning from school or remotely.

2.5 Pupils and Parents/Carers

Staff can expect **pupils** learning remotely to (where family working situations allow):

- Attend live sessions.
- Complete at least two of the set activities each day.
- Submit their completed work through Google Classroom or Tapestry.
- Follow the Remote Learning Guidelines ([see Appendix B](#))

Staff can expect **Parents/Carers** with children learning remotely to (where family working situations allow):

- Support their child with accessing their learning via Google Classroom or Tapestry.
- Support their child with learning tasks.
- Ensure their child behaves appropriately during a live session and leaves the session when they are instructed to do so.
- Follow the Remote Learning Guidelines ([see Appendix B](#)) and encourage their child to follow these guidelines.

Please note that whilst parent feedback related to pupil progress is accepted, communication with parents/carers outlines that critiquing of sessions, either live or recorded, will not be accepted by staff. If you would like to discuss the school's provision of remote learning, please contact the school to arrange a telephone call with a member of SLT.

2.8 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 via the Curriculum committee.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the relevant subject lead or SENDCO
- Issues with behaviour – talk to the relevant Key Stage Lead
- Issues with IT – contact Computeam
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the SLT
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- All staff have access to CPOMS to record any parent contact or concerns about children; this is accessed via a secure password. Staff must ensure they log out after use and not allow access to the site to any third party.
- Any data held should be on an encrypted USB drive in line with GDPR.
- Pupil contact details are held within the school building.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses or phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

Staff will be using their own devices at home for the purposes of home learning. No personal data is to be kept on personal devices. Data relating to school should be stored on an encrypted USB drive and kept in a safe place.

5. Safeguarding

Please refer to the school's Safeguarding and Child Protection Policy.

6. Monitoring arrangements

This policy will be reviewed annually or before if there is new Government legislation related to remote learning. At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Social-media policy and E-Safety Policy

Policy Date: March 2023

Review Date: March 2024

Ratified by Governors: March 2023

Appendix A

Remote Learning Provision – Information for Parents

(Communicated to Parents/Carers via school website)

This information is intended to provide clarity and transparency to pupils and Parents/Carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The Remote Curriculum: What is taught to pupils at home

A pupil's first few days of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

At Vernon, we have two established remote learning platforms: Tapestry for Reception and Google Classroom for Years 1 to 6. We also have a comprehensive school website which contains dedicated pages for each class and for each curriculum area. In the event of a partial or full school closure, teachers will post work onto Tapestry and Google Classroom platforms by 10am on the first day of remote learning. This will be in line with our remote learning policy and for Years 1 to 6 will include activities related to Guided reading, English, Maths and a Foundation Subject area. For the first few days of remote learning, videos may not be uploaded to enable the teachers to have time to plan and record sessions, as well as to prepare for live 'meets'. After the initial few days, videos and live sessions will begin to take place to enable face-to-face interaction with pupils.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

At Vernon, we teach the same curriculum remotely as we do in school. This is our full bespoke curriculum and is in line with National Statutory Guidelines. Details of our curriculum can be found on our 'Curriculum Overview' page on the school website, as well as on each year group's website page. We have needed to make some adaptations in some subjects to enable Remote learning to take place. Examples of this may include: Varying text choices to reflect their availability online or as an e-book; swapping the sequence of teaching in the foundation subjects with the availability of resources at home, such as Art and DT; use of different and new technology to deliver lessons, such as loom, voice recordings for phonemes in phonics, PowerPoint presentations.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day at a minimum: 3 hours for children in Key Stage 1; 4 hours for children in Key Stage 2. There is no minimum number of hours requirement for children in Reception class and this will be determined by the stage of development and is variable daily.

Accessing remote education

How will my child access any online remote education you are providing?

'Tapestry' is available for all parents of children in Reception; Google Classroom is being used for all children in Years 1 to 6. Individual logins are all set up and are also available if you contact the school office in the event of any technical issues. Our school website is also updated regularly and school spider continues to be used as a means of communication.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

In line with Government initiatives, we have access to additional technology if any families require this support. If this is the case, please contact the school office who will discuss your requirements and make arrangements for us to make technology available to you, such as a school laptop.

Schools are also able to help disadvantaged children get online using free mobile data increases or 4G wireless routers provided by the Department for Education. We can request this support for children and young people who meet all 3 of the following criteria: 1. Do not have fixed broadband at home 2. Cannot afford additional data for their devices 3. Are experiencing disruption to their face-to-face education. If this is the case, then please contact the school office who will discuss your requirements and request support for you.

If you require any printed materials due to difficulties at home accessing equipment, we are more than happy to print materials at school for you.

In terms of submitting work, Google Classroom has the facility to submit work online. Alternatively, you can keep your work at home and hand it in to the teacher once school reopens for all pupils.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

At Vernon, we use a range of approaches to teach pupils remotely. These include:

- live teaching (online sessions) - we use 'Google Meet' at least twice daily in every class from Years 1 to 6 to ensure face-to-face interaction between pupils and teachers. These live sessions include discussions about the day, instructions for activities, suggested timetables, sharing of work, wellbeing and pastoral focused talking points, lesson inputs and feedback.
- recorded teaching - we upload recorded videos on tapestry and Google Classroom, both from the teachers at Vernon, as well as from external sources such as Oak Academy. These videos explain and teach the learning objectives to the children, often introducing a learning activity as part of a curriculum sequence. Recorded videos are also used to share texts and reading materials with the children, enabling them to access texts for Guided reading, shared reading and other subject areas.
- Activities, in the form of pdfs, word documents or other formats, including instructions are uploaded alongside videos and powerpoint presentations to ensure that children are clear about the learning taking place and what is expected of them.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences - these are sometimes included alongside activities and learning sessions to support children's learning.
- long-term project work and/or research activities to further engage children in their termly topics or other initiatives, such as a whole-school story competition.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We are mindful of everyone's differing home circumstances and how many people are juggling work, childcare and remote learning. Please do what you can when you can. We will always strive to support children so that they can access the curriculum at home, as we would ideally like every child to engage in as much of the remote learning as possible, depending on their individual circumstances. The amount of support we expect parents to provide for their child at home will depend entirely on the age and stage of development of your child and this will vary greatly. Our videos and learning activities are designed to enable pupils to carry out activities independently where possible, although adult support is always valuable in some areas.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers closely monitor pupil engagement and will contact you if they notice that a child has not been engaged in their learning for a few days, up to a week. This contact, either by email or telephone call, is designed to give us the opportunity to support the learning at home in any way that we can. This could be by discussing your technology needs, offering further support with learning or suggesting additional structure and timetables. We always aim to work in partnership with parents and if we have a concern regarding pupil engagement, we will discuss this with you in the first instance, to enable us to support and encourage your child to participate in their learning.

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

We use Google classroom (or Tapestry for Reception) to feed back on work submitted. In Google Classroom, children are able to 'turn in' work that has been assigned by the teacher; this involves ticking a box. There is the option to attach documents or images of work completed. Teachers have the facility to view attachments that children upload to show the work that they have produced. Teachers add an individual brief comment into the private comment box for a piece of work and when necessary, can highlight areas to revisit and write a comment if misconceptions need to be addressed. Feedback to pupils will be given at least weekly. Teachers continue to assess children regularly, using their professional judgements to monitor whether a child is meeting their age-related expectations. Teachers may also use email, live sessions or videos as a method of communication when feeding back to pupils on work they have completed either individually or as a whole class.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

For those children with SEND needs who are accessing learning from home during lock down periods, support and guidance will be provided to families through communication with the class teacher and SENDco. Where required, additional resources can be provided from school to enable children to better access their learning in line with their needs. We work closely as a team to ensure that we can find creative ways to deliver remote education for all pupils, including children with SEND needs, such as individual videos and learning resources, as well as bespoke packages of support when necessary.

For our younger children in Reception, 'Tapestry' is used as an online platform to enable access to remote learning. We cover 3 phonemes a week for phonics and include tricky words, as well as uploading a pdf version of the reading/spelling keyrings. The Reception teachers set a daily challenge, which often involves videos as well as written instructions. The challenges are based on the current book or theme in school, matching activities to our EYFS curriculum, with adaptations for home learning. All areas of learning are covered through these activities on tapestry and additional support, feedback and resources are sent to parents through this learning platform.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

During periods of full or partial closure, pupils who have been in school but are then needed to self-isolate will access the remote curriculum activities in line with their peers already learning from home, using Tapestry for reception or Google Classroom for Years 1 to 6.

When the school is open to all pupils and where individual pupils need to self-isolate, work will be provided for these pupils using Google Classroom and Tapestry. Communication will also take place using email or telephone call when necessary to ensure that parents and pupils are fully supported during this time. For Years 1 to 6, Guided Reading, English, Maths and a Foundation subject activity will be uploaded to google classroom for any pupils self-isolating. Tapestry will include a daily challenge and age-appropriate activities. Powerpoint presentations, loom videos to explain flipcharts and external websites/videos will be used over other methods such as live sessions or teacher videos, due to the majority of the peer group being taught full time in school. This ensures that all pupils, whether in school or at home, are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects and that feedback is also provided.

Appendix B

Remote Learning Guidelines

(Communicated to Parents/Carers)

In using Google Classroom and Tapestry, we have adopted the following guidelines to ensure that these sessions run as smoothly as possible:

- School rules apply to all school-related activities, including those that take place online.
- A parent/carer must be on hand during the sessions (you do not need to be present for the actual session, but it would be appreciated if you are within earshot so that you can help with any technical difficulties or other queries that may arise).
- Children should access the sessions in a communal living area (not in bedrooms).
- Children should be appropriately dressed for the session - uniform is not necessary but children should be fully dressed in an appropriate outfit.
- Children will be asked to mute their microphones unless instructed otherwise. This will ensure that every participant can hear the teacher.
- Children should not under any circumstances capture or use video or imaging of Vernon staff.
- Staff will record sessions for safeguarding purposes, which will be stored in line with GDPR guidelines.
- If a member of staff has any safeguarding concerns, they will report these to the school's Designated Safeguarding Lead/Deputy Designated Lead.
- If you have any safeguarding concerns regarding an incident during a session, you should discuss these with the member of staff. If it not appropriate to do so, please contact Miss Wood, Mrs Carvell or Mrs Walmsley.
- At the end of any live session, children must end their session when instructed and the teacher will only exit when all children have left the session.
- Staff will invite questions if and when appropriate so that no interruptions occur during any live session.