



Remote Learning Policy- updated 3.1.2020

Department for Education Expectations:

“Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.

All pupils not physically unwell with coronavirus (COVID-19), but who are at home because of coronavirus (COVID-19), should have access to remote education by the next school day.

Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice.

Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations*
- give access to high quality remote education resources*
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to*

deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs

- *publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an [optional template](#) is available to support schools with this expectation*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:*
 - *primary: 3 hours a day, on average, across the school cohort*
 - *secondary: 4 hours a day, with more for pupils working towards formal qualifications this year*
- *provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos*
- *have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern*
- *gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate*
- *enable teachers to 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*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a [temporary continuity direction](#) which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Schools can find help and support in the [remote education good practice guide](#) and school-led webinars.

Special educational needs

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance [keeping children safe in education](#) provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

Remote education support

Read how you can [get help with remote education](#) for links to a range of support for schools. This support has been co-designed with schools and will include a range of [school-led webinars](#) and resources intended to share good practice. This is in addition to the video lessons offered by the sector-led Oak National Academy and other providers of quality education resources.

Available support includes peer-to-peer advice and training through the [EdTech Demonstrator programme](#), as well as guidance on how schools can order devices and [get help with technology for remote education](#).”

(Primary School Full Opening Guidance 30 December 2020)

Online Learning Platforms

We have more than one platform for online learning to support learners of different ages to learn in an age appropriate manner.

As a Trust we use Tapestry/ Class Dojo and Google Classroom as our main online learning platforms and apps such as TT Rockstars and Curriculum Visions help support online learning.

This approach recognises that younger children will need a programme that develops from the appropriate pedagogical approach of 'planned, purposeful play'.

Accessibility to Remote Learning

- Access to an online education platform can vary depending on broadband reliability, devices in a household and competing demand for devices. Interaction with the platform can be limited by literacy difficulties, visual or auditory difficulties and reduced fine motor skills.
- Each school will *endeavour* to support family access to appropriate devices so that learning is accessible. Lack of technology should not become a barrier to learning.
- Schools need to know that every child can access their remote learning package fully, whether it is provided online or through resource packs
- In some instances, alternatives to online learning experiences may need to be offered to support home learning.
- Schools should plan on the assumption that many households do not have printers and home printing is not financially viable for some.
- Schools will need to ensure SEND, disadvantaged, EAL, are supported to engage in remote learning.

Training

Staff will need ongoing training in the use of the school's technology and learning platforms. Teachers will be supported to work collaboratively and problem solving together.

The CPD programme for the year will include specific staff training in using online technologies, and delivering new learning remotely.

Partnership with parents and carers

It will be important for parents and carers to understand the school's approach to remote learning and expectations. They will need to be confident of the support provided by the school to help them in their role and to respond to concerns about their children.

Each school will need to provide support to parents and families. This will include guidance published on the school's website and communication with class teachers.

Assessment and Feedback

Each school will find successful and motivating ways of making assessments and giving feedback when children are learning at home. This includes all aspects of learning along with their emotional response.

Remote Learning Planning and Routine

Teachers will use their medium terms plans and the Oak Curriculum to help inform their remote learning plans.

Establishing a weekly routine will help maintain a feeling of community and continuity. It is important that children and families do not feel overloaded by the expectation of their involvement and they have time to explore and enjoy current learning tasks as well as having realistic deadlines for completion.

For parents, the demands of supporting their children at home can be difficult when they were also trying to work from home themselves.

Parents will be given a structure for learning remotely but schools will be flexible and realistic in their expectations in recognition that each home context is different.

Promoting Wellbeing

- Supporting the well-being of learners and staff will be central in our approach to remote learning.
- An online platform provides a crucial link between home and school but physical checks for well-being will continue to be essential. A tool for appropriate shared chat, or video lessons, will be essential parts of our online learning.
- Screen time should be measured according to the child's age and stage of development
- Each school will need to create a balanced programme of remote learning that enables pupils to progress by teaching new content and also deepening pupils' knowledge, skills and understanding.
- Schools will need to support staff workload issues, particularly if teachers are engaged in face to-face teaching as well as managing remote learning.
- Helping parents, carers and pupils to make a weekly plan or structure that includes time for education, playing and relaxing is important to reduce stress and anxiety for families.
- Each school will consider physical development and fitness when setting online tasks.

Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Keeping teachers safe when providing remote education is also essential. Remote education is a new experience for both staff and pupils, so it's important that schools understand how to approach safeguarding procedures online.

It's especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Video and Livestreaming

We firmly believe that remote learning should be interactive. Videos and livestreaming will be important tools in remote learning.

Safeguarding when livestreaming or creating videos is a critical consideration for each school. Alongside this Policy, each school will have updated their safeguarding policy and staff conduct agreements for online teaching. Consideration of the risks and benefits of some online teaching and learning may be required. For example, caution is advised for livestreaming, but it may be appropriate for some learning and well-being activities. Thought will need to be given to the video tool used to share teacher and pupil videos.

Protocol for Livestreaming

Staff will:

- Communication with learners must always be open and transparent through official school channels. We will use Google Meet or Zoom as our livestreaming tools.
- Staff and learners will use a safe and appropriate place with no bedrooms, inappropriate objects or inappropriate information visible.
- There will always be two members of staff within the video session
- The school will keep a log of the session: purpose, timing, participants, anything that goes wrong during the session.
- Where a school decides a recording of the session will provide a safeguarding check for children and staff; permission must be obtained from parents and carers, stating where it is stored, who has access to review the recording, how will it be reviewed; and the maximum time it will be kept, up to 30 days.
- Expectations for behaviour are the same as those in the classroom.
- Inappropriate behaviour will be dealt with in line with our school behaviour policy and may result in the school removing access for individuals, for a class or for the school.
- Online safety habits will be reinforced within each session and learners will be helped to understand livestreaming as part of learning and not something for primary aged children to use through social media.
- Chat will only be used for learning purposes.
- Parents and carers will be informed when a livestreaming session will be taking place and the time limit for the session.
- Be aware of and implement security functions on video chat on the platform being used.

Parents will be asked to ensure their children understand:

- Online sessions are only accessed in a shared family area (never a bedroom).
- The camera on your device may be disabled for all or part of a session. You will be joining the online session using the microphone on your device.

- You will be asked for permission if this session is recorded by the school. No-one else should take screen shots or recordings of the session.
- No images or recordings of the session will be shared within or outside the Google Meet group environment.
- Normal classroom standards of behaviour are expected. If these are not adhered to, access to these sessions will be removed.
- Two staff members will be involved in all online sessions.
- Chat is used only within the session and is used positively and appropriately.
- Livestreaming is being used for learning. All livestreaming by primary aged children should be supervised by a trusted adult.
- Habits for responsible use of technology including appropriate clothing.

Supporting parents with remote learning

Each school will communicate the school's vision for remote learning clearly to parents so that they are fully aware of how the programme will work, and their part in it.

Each school will ensure that school channels of communication enable anxious parents and children to access teaching and emotional support.

Provide practical and accessible training for parents where this is needed.

Listening to the learning needs of children

Each school will gather the views of children of different ages and stages to inform the remote learning plan. This will not only help teachers with their evaluations of the effectiveness of remote learning, but also shape tasks so that they are motivating and interesting for children to complete.

Monitoring

Each school will monitor remote learning on an ongoing basis during the year seeking feedback from staff, governors, parents and learners.



Parental Guide to Remote Learning at Ruishton School.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or 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 page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two 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?

Materials to enable children to continue learning. This will include:

- An initial contact from the class teacher,
- English (CLL) resources; maths resources and resources to support the wider curriculum (topic) coverage.

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?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example,
 - The focus will be on delivery of the core subjects
 - Suggestions for activities will be provided for learning in the wider curriculum
 - Tasks completed can be photographed and uploaded on Dojo Portfolio/Google Classrooms, where feedback will be given.
 - Any worksheets or written work should be kept.

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:

Primary school-aged pupils: EYFS Key stage 1 and 2	Appropriate tasks for the age of the children 3 hours
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Accessing remote education

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

Google classrooms and Class Dojo.

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 access suitable online access at home at all times. We take the following approaches to support those pupils to access remote education:

We aim to provide materials which can be accessed via mobile 'phones, tablets or laptops.

If you are in a position where you do not own any of these devices, we have a small number of devices which may be lent to parents/carers.

If physical resources are required, the school will provide physical resources which can be collected from the school to support online learning.

Depending on the age of the child, work may be submitted through Class Dojo or Google Classrooms or it may be verbal feedback during afternoon sessions with the class teacher.

How will my child be taught remotely?

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

Some examples of remote teaching approaches which may be used are:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 expect all learners (with parental support), unless they are ill, to:

- Participate in regular pastoral tutorials and feedback sessions
- Undertake a maths, English (CLL) and topic activity
- Uploading at least one photograph daily to Class Dojo to share their learning.

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

- We will support your child to participate in regular tutorials and feedback sessions.
- We will support your child in the completion of the set activities/ tasks and
- We will inform you via Class Dojo if we have any concerns.

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:

- Individualised written feedback will be given via Class Dojo/Google Classroom in respect of work uploaded to each child’s Class Dojo portfolio/Google Class page
- Further oral feedback will be given during daily tutorials and feedback sessions, where any misconceptions will be addressed.

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:

- Activities and tasks set will be differentiated
- If appropriate, materials will be prepared and can be collected from school (i.e. wide lined paper, printed support aids).
- Suggestions for additional activities and resources will be made.

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?

N/A
Please see above.

Remote Learning Timetable

EY/KS1		KS2	
	Approximately 10-15 min class tutorial (pastoral and accountability).		Approximately 10-15 min class tutorial (pastoral and accountability).

	Class teacher explains the learning that has been set for the day and ensures children know expectations		Class teacher explains the learning that has been set for the day and ensures children know expectations
AM	1) Children have access to a pre-recorded MATHS (15-20 mins) - An activity will be set and available on Google classroom. 2) a pre-recorded ENGLISH (CLL) (15 mins) input and then an independent activity resulting from the input. The children would have a deadline in which to submit/complete their work	AM	Morning session Pre-recorded Maths input following slides. Children to work from slides on document on Google Classroom or hard copy to be photographed and sent to class teacher. Pre-recorded reading input. Children set an independent activity focusing on a particular skill. Extension task for particular children. Expectation this learning is completed before 12:00.
PM	Children will be invited to a live reading session from read aloud – the afternoon’s writing/pivotal domain task is launched for the children to do.	PM	Children will be invited to a live reading session from class text. Introduction to afternoon activity.
By 1520	Children invited to a review of the day’s learning.	PM	Expectation is that this learning is completed before the following afternoon. Afternoon session Feedback sessions on mornings learning/previous days learning. Individually or in groups, numbers permitting. (<i>Children will be invited to a review of the day’s learning</i>).