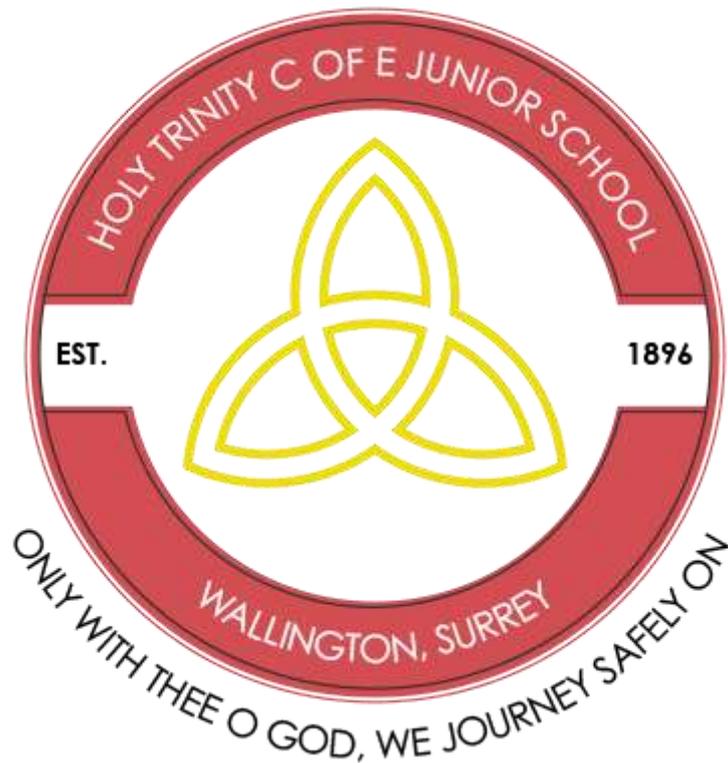


Holy Trinity CE Junior School



Policy for: Remote Learning

Written by: Mrs Robins

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Review Date: Summer 2023

Motto	Only with Thee, O God, we journey safely on
Vision	Exemplary education for all, through God's amazing grace.
<u>4 year Vision target:</u>	By the end of July 2023: attainment and progress will remain above or within the national average; children will retain their knowledge securely; children will confidently articulate Christian values, children will be proactive learners and have aspirations for what they can achieve in life; children recognise how to behave towards one another in everyone's best interests; children will know how to be healthy, safe and enjoy life to the full!
<u>Values</u>	Learning, Dignity, Integrity, Confidence, Love
<u>Values statement</u>	Learning together, as we journey with God in Love, we act with Integrity, treat others with Dignity and grow in Confidence.
We Learn:	"Everything was created through Jesus and for him" Colossians 1.16. The sub values are: Curiosity, Wisdom, Teamwork, Hard Work and Failing Well
We Love:	"We love each other because he loved us first" 1 John 4.19. The sub values are: Community, being Non-judgmental, Forgiveness, Compassion and Kindness
We act with Integrity:	"People judge by outward appearance, but the Lord looks at the heart" 1 Samuel 16.7. The sub values are: Faithfulness, Generosity, Honesty, Trustworthiness, Self-Control and Responsibility
Each person has Dignity:	Each person has Dignity: "So God created human beings in his own image." Genesis 1.27. The sub values are: Equality, The Whole Person, Every Person, Tolerance and Advocacy
We have Confidence:	We have Confidence: "Blessed are those who trust in the Lord and have made the Lord their hope and confidence." Jeremiah 17:7. The sub values are: Wholeheartedness, Hopefulness, Joy, Humility and Resilience

Principles

Our curriculum intent is that children know more, remember more and can use their knowledge in their learning.

Aims

This Remote Education Policy aims to:

- include continuous delivery of the school curriculum, which may include routine homework
- support effective communication between the school and families and support learning attendance
- provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning
- ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school due to COVID through use of quality online and offline resources
- ensure consistency in the approach to remote learning for pupils who may be excluded
- ensure consistency for any whole school closures due to exceptional circumstances eg snow days, flooding etc
- be consistent with our teaching and learning policy

This policy does not apply to children who do not attend school and the absence is unauthorised

Adhere to the government guidance to ensure that:

- pupils receive clear explanations
- we support growth in confidence with new material through scaffolded practice
- there is application of new knowledge or skills
- we enable pupils to receive feedback on how to progress
- ensure that the necessary checks and procedures are in place to keep children safe whilst learning remotely.

PRACTICE

1. Procedures for remote learning according to circumstances

Reason for remote learning:

a) Children who are excluded

Remote learning in this case will be planned and set by teachers on Google classroom

Work will be set in reading, writing and maths. In addition, homework will be set in google classroom for core subjects (spelling, daily reading, maths). Online material may support learning and will be linked as closely as possible to class learning. Foundation work will be set weekly. CAOW can be accessed via Google classroom. PE challenges will be set weekly in the PE room on Google classroom.

- In addition to the daily work set, children will be expected to read each day for 10- 20 mins, complete TTRS every day for 10 mins and complete spell zone for 10 mins daily to support the learning of weekly spellings.
- Children should continue to complete the work until they return to school.
- Work will be set on Google classroom and completed at home

b) to support the class if a class teacher has to isolate (and is not ill)

- Support staff supervise the children in the classroom.
- The class teacher may meet the children through Google meet for core subjects. Where appropriate work will be completed and submitted to the teacher on Google Classroom. Where this is not the case the teacher can give verbal feedback during the Google Meet. Children complete the learning on the Chromebooks and submit to the teacher. Support staff/ SLT supervise the children with their learning.
- Foundation subjects: class teacher introduces the learning and support staff or SLT supervise the learning.
- Class teacher may work with targeted children/ groups of children throughout the day to support learning via Google meet.
- A member of the year group team leads PE and the isolating teacher leads learning in the other class

c) if support staff have to isolate

- Support staff can listen to readers 1:1 remotely.
- Support staff can lead AfL sessions with targeted children following feedback from the class teacher.

LSA can liaise with child (with headphones) if this meets the child's needs.

d) due to a whole school closure

Children must log into Google classroom with their Holy Trinity email and password in order to get to their Google Classroom. For safeguarding purposes, staff will only use Google Classroom as a platform to engage with children and will be at a scheduled time each day. (see online safety policy)

- A member of the year group team will 'meet' with 15 children at a set time twice a day. The first meeting will run from 9.00- 9.30 or 9.45- 10.15. The purpose of this will be to check on wellbeing, to offer explanation and support the setting of new learning, the second meeting, 2.00- 2.30 or

2.30- 3.00 is an opportunity for children to reflect on their learning and for teachers to provide feedback.

- It is expected that all children will attend these meetings. Following the first meeting, children will independently complete the work set.

2. Procedures for Setting work: (in the case of a school closure)

- Teachers will set work daily using google classroom in English and maths for the pupils in their class. Children will be able to submit the majority of their work through this platform. It will be sequenced learning that includes scaffolding and opportunities for children to practise and apply the learning.
- Other work set will include science and PE/ wellbeing, revision of knowledge organisers and kahoots and sequenced learning in targeted foundation subjects, including RE. Teachers will set work each day with the expectation that it is completed according to the timetable set, and will encourage the children to complete and submit maths and English work first, as the outcomes of the learning will inform the discussions in the second google meeting
- Some of the children's work will be self-marked. Some pieces of work set will need to be completed on paper. This being the case, teachers may ask children to upload photos of their work or to share or to show their work in Google meets.
- Where available, support staff or teaching staff will 'meet' targeted children at least once weekly. Support staff, where available, will support small groups of children or work 1:1 with children. (These arrangements may vary according to the needs of the children or staff availability.)
- An LSA will support their targeted child daily through Google Meet

3. Providing feedback on work completed remotely:

Staff will feedback on the learning in a variety of ways:

- ⊖ **Verbally**, during the 'meet' session. This could be to address common misconceptions with the children, to share an example of a good piece of learning or to edit a piece of learning together.
- ⊖ **Peer feedback**, in which staff will facilitate a time for pupils to share their work with each other and offer feedback.
- ⊖ **Send direct message** to the child regarding a particular piece of work, or to offer encouragement or praise.
- ⊖ **Manage online software programmes** that the children use so that learning pathways are adjusted daily. This being the case, the children will only receive the feedback through the daily/ weekly set learning.
- ⊖ **Adjust planning**, in response to the learning they have seen.
- ⊖ **Set tasks**, to assist with retrieval practice. These may self-mark so that children have instant feedback and the chance to revisit the learning to develop their own knowledge.

4. Roles of non-class based staff in remote learning due to whole school closure

Breakfast club and Midday supervisors

If the whole school is closed, then staff will engage in on-line training.

Admin Staff

Admin staff track known cases of illness where appropriate, respond to office emails, update the website, report attendance to DfE where applicable and answer phone calls. Duties may be undertaken from home or the school depending on any rota system. They may also support access to technology, within reason.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach, across the school including daily monitoring of engagement.
- Monitoring and analyse the effectiveness of remote learning –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
- Monitoring the teaching of the curriculum and progress in learning of each child

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 SENDCo

- Ensures 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 IPPs
- Liaises with LSAs to support the children with EHC plans.
- Liaises with the class teachers to advise on any queries regarding children's learning to support best practice.

The SBM

- Ensures value for money when arranging the procurement of equipment or technology.
- Ensures that the school has adequate insurance to cover all remote working arrangements.
- Liaises with cygnet and insurance about hardware and software issues.
- Ensures that remote learning is GDPR compliant and the risk assessment for google meet is robust and GDPR compliant.
- Ensures that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Governing Body

The governing body is responsible for:

- Ensuring that remote learning strategies adhere to the vision and values of the school.

Computing co-ordinator

- Ensures children have log in information
- Ensures the children have the necessary skills to access the learning remotely (e.g. typing, PPT, creating documents.)
- Ensures CPD for staff.

IT Technicians (Cygnet)

IT technicians are responsible for:

- fixing issues with systems used to set and collect work

- 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

All staff sign an Acceptable Use Policy in line with the school's Online safety policy.

5. Role of parents/ guardians and pupils

Staff can expect pupils learning remotely to:

- complete work to the deadline set by teachers
- seek help if they need it, from members of the year group team
- alert teachers if they're not able to complete work
- agree to the school acceptable use policy (AUP)

Staff can expect parents with children learning remotely to:

- agree to the school acceptable use policy (AUP)
- support their child with remote learning
- seek help from the school if they need it
- make the school aware if their child is sick or otherwise can't complete work
- be respectful when making any concerns or complaints known to staff

Keeping in touch with pupils who aren't engaging in remote learning

- If there is a concern around the level of engagement of a pupil, parents should be contacted by the class teacher in the first instance, (via the office email) and if the concern persists, then they pass the concern to SLT to assess whether school intervention can assist engagement.
- Any concerns shared by parents or pupils that cannot be addressed simply by the class teacher, should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

6. Home and School Partnership

Holy Trinity is committed to working in close partnership with families and recognises each family is unique and because of this remote learning *may* look different for different families in order to suit their individual needs.

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. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-by-case basis.

All children agree to an 'Acceptable Use Policy' at school which includes online safety rules and this applies when children are working on computers at home.

All parents/ carers MUST sign an 'Acceptable Use Policy' which includes monitoring and filtering of school allocated chrome books.

Links with other policies and development plans

This policy is linked to our:

Vision and Values

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Online safety policy
- Code of conduct
- Teacher's standards
- GDPR