



St Nicholas CE First School

Remote Learning Policy

Academic Year: 2022 - 2023

Approved by: Teaching and Learning LAB

Last Reviewed: December 2022

Next Review Due: December 2023

Introduction

The Coronavirus (Covid-19) pandemic has changed the way in which we work, educate and live our lives and therefore has meant that traditional school routines are uprooted and require dynamic adaptation to meet the emerging needs and legislation both locally and nationally. In September 2020, all of our children returned to full-time education following the Covid-19 closure in March. Although we hope that the majority of our children will now have an uninterrupted experience, there is the possibility that an individual child, a class bubble, or indeed the whole school, will need to self-isolate for a period of time. We have therefore put in place a plan for remote learning so that all children can continue with their education. Our remote learning provision is built and planned to meet the expectations set out in the Department for Education guidance 'Remote Education Support' found [here](#), as per legislation, Coronavirus Act 2020 Provision of Remote Education (England).

Overview

When a specific year group or the whole school is required to close, due to a Coronavirus related incident, all families and staff will be notified at the earliest opportunity about the procedures and expectations for the period of closure, including:

- Who the school will close to
- Who the school will remain open to (if it is able to)
- When (if known) children will be able to return
- Where remote learning and further personal, well-being and safeguarding support, advice and materials can be sought

Once the closure notification has been issued, families are issued with details of how, where and what to find in relation to remote learning for their children. All of our teaching and learning materials are hosted on our virtual learning platform (www.stnicholas-virtual.weebly.com). This is a school-developed website that has been developed for the sole purpose of delivering remote teaching and learning and is designed to meet the contextual needs of our school.

Each year group has their own online platform, which hosts both core and foundation pre-recorded lessons, which promote the breadth and depth of our vibrant curriculum. These are built on the following principles:

- Consistency: We develop our remote learning provision to ensure that all children, regardless of their year group, have equitable access to a well-rounded curriculum, that develops them both academically and personally
- Balance: We offer a balanced remote learning curriculum that enables our pupils to study the wider curriculum and develop their own understanding of their diverse world, ensuring that the deep
- Quality: We provide remote teaching and learning that closely matches the St Nicholas experience and therefore adopts the principles of quality-first teaching, such as explicit modelling and explanation, and the provision of well-designed learning activities
- Progression: Remote sessions throughout the week are designed to be well-sequenced steps of learning so that our pupils have regular opportunities to activate prior knowledge and skills but to also apply them throughout the week

Our sole aim for remote learning is to ensure that it is accessible, flexible and manageable for staff, pupils and parents. Therefore, lessons are pre-recorded which enables pupils to go back and consolidate their learning, should they need further support to understand new concepts and ideas. Furthermore, pre-recorded lessons enable families that have a range of commitments both at work and home to

access provision when it is convenient for them and is key in ensuring that pupils do not miss learning opportunities. A pre-recorded approach means that teachers are able to invest more time in building a well-sequenced stage of modelling and explanation that will support the development of pupils' understanding of new concepts and ideas.

Pupils will be provided as a minimum with an English, Mathematics and a Foundation subject lesson (with Science included under this umbrella) each day that are designed for pupils to undertake for an hour each. Each lesson will lead a close structure to those in school, such as:

- Use of WALT and Star Challenges to set the scene for learning and guide pupils as to how they will succeed in their learning
- Offer opportunities to activate prior knowledge and skills and make connections with new learning
- Explicit teacher modelling and explanation to guide pupils' emerging knowledge of new concepts and ideas
- Learning activities that provoke pupils' interests and enable them to apply their learning
- Opportunities for deeper thinking through well-thought out questioning, that develops pupils' intellectual curiosity

Personal Well-Being

The personal development and mental well-being of our pupils of upmost importance and we share this commitment and understanding through:

- Planning in opportunities to promote getting active daily through our 'Keep Active St Nics' page
- Encouraging pupils to take regular breaks away from the screen, ensuring that lessons do not require any more than 20 minutes at a screen, apart from those that are heavily reliant on digital technology (such as Computing)
- Sharing advice and guidance with parents as to how they can create an effective climate for virtual learning, through our parent knowledge portal
- Sharing up-to-date advice from key organisations such as the NHS and other child mental health charities
- Creating opportunities through virtual PSHE and mindfulness sessions to support children developing their own individual understanding of how to keep promote positive mental well-being and to lead happy, healthy and safe lives
- Educating pupils about the risks and consequences of inappropriate contact, conduct and content online, particularly now they are using technology more than ever #

Roles and Responsibilities - Teachers

When providing remote learning, teachers must be available between 9am and 5pm.

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 the teacher is leading remote teaching and learning, a member of the Senior Leadership Team will undertake the responsibility for communicating with parents and leading virtual meetings with the children. Where the teacher is leading face-to-face teaching and learning, cover will be sought (ideally the year group colleague in the first instance).

If a year group closure is enforced, both teachers will self-isolate and will commence remote teaching and learning on the day of notification. This will initially involve a period of preparation with pupils being directed to ready-made remote provision, such as Oak National Academy to provide immediate continuity for learning, so that teachers are able to invest their preparation time in creating high-quality teaching and learning materials.

If a whole-school closure is enforced, as the school is two-form entry, there is capacity to distribute and reduce workload over time by implementing a staggered weekly timetable. For example, Teacher A and Teacher B will alternate on a weekly basis between leading remote and face-to-face provision.

Setting Work

When setting work, teachers are responsible for:

- Planning high-quality remote learning materials across the curriculum that are accessible for all pupils
- Design a timetable that is broad, balanced and ensures that children are offered a minimum of 3 hours learning time, in addition to virtual communication with staff and their peers online
- Submitting remote learning materials by 5:30pm for the following working day
- Uploading their remote learning materials to the Staff SharePoint (as per instruction), in order that it can be collated, converted and uploaded each evening (or as far in advance as possible) onto the school's virtual learning platform
- Co-ordinating remote learning provision across a year group, in order that it meets curriculum expectations, promotes consistency across the curriculum in terms of sustenance, progression, balance and quality
- Ensuring that there is a clear balance between how long pupils are expected to spend 'on-screen', with an expectation that this will be for no longer than 20 minutes (in order to ensure that teacher modelling and expectation has exploited sufficient opportunities for teacher-led pupil practice)
- Promote positive attitudes to learning by setting and encouraging pupils to undertake a range of challenges that will deepen their learning and reap rewards, backing this up with praise to increase motivation
- Take into account pupils who have limited access to technology (despite all efforts being exhausted to address this) by providing paper-based copies of learning materials

Providing Feedback

When providing feedback, teachers are responsible for:

- Accessing work completed by pupils (within their designated working hours), once these have been received via e-mail throughout the working day or those that are uploaded to Purple Mash (where pupils are e-mailing teachers directly, the teacher should copy their year group colleague into their reply)
- Sharing feedback to pupils (in child-friendly language and within their designated working hours) by celebrating their effort through praise, identifying the key learning that has taken place and any clear misconceptions. This should be concise, clear and unambiguous.
- Seeking feedback from pupils about what they are enjoying about their remote learning and to establish how teachers can make learning even more accessible and engaging (however teachers exercise their own professional judgement as to whether any adaptations would make learning more accessible, efficient and effective)

Keeping in touch with pupils who are not in school and their parents

When keeping in touch with pupils who are not in school and their parents, teachers are responsible for:

- Making regular contact throughout the school week in the following ways:
 - Virtual Meetings (Zoom Calls): One morning meeting (30 mins) to set the scene for the day's learning, including activating prior learning and offer pupils an opportunity to share their remote learning experiences. There will also be an afternoon meeting (30 mins) to share and celebrate work, address misconceptions, and story time to promote reading for pleasure
 - Where staff are participating in video communication, they must dress appropriately (smart casual as a minimum) and in a neutral location that avoids background noise, and there must be nothing that could be deemed inappropriate, offensive or of a mature nature in the background (e.g. offensive posters or images)
 - Make regular contact with families via phone call and e-mail to establish a line of supportive communication
- Responding to queries and concerns from parents via e-mail or phone in their designated working hours (where parents have raised significant queries or concerns, that require a lengthy response, teachers must respond to these via phone to reduce their workload)
- Referring any safeguarding or welfare concerns to the Designated Safeguarding Lead (Miss J Parker – Head Teacher) immediately, ensuring that they keep a note of the key facts, date and time(s) of the concern being raised
- Address behaviour that falls below the expected standard (such as failing to complete work or where a parent has raised concerns) by initially making contact with the parent to discuss concerns and provide necessary advice and guidance, and ultimately setting clear expectations of what their child needs to achieve over the short and long-term
- Where the other year group colleague has the responsibility for face-to-face teaching and learning in school, they are not expected to lead the remote teaching and learning provision, yet may make contributions to the development of remote teaching and learning or adapt this to meet the needs of face-to-face teaching.

Roles and Responsibilities – Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3pm.

If they're 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:

- Supporting pupils who are not in school with learning remotely that are of greatest priority (such as those with Special Educational Needs and/or Disability; and/or are Pupil Premium and/or are a Looked After Child) via video and phone call
- Providing support to pupils who are finding work challenging via video and phone call
- Making phone calls to families to make welfare checks and establish a line of supportive communication

- Attending virtual meetings with teachers, parents and pupils, where they must dress appropriately (smart casual as a minimum) and in a location that avoids background noise, and there must be nothing inappropriate in the background (e.g. offensive posters or images)
- Where teaching assistants are on duty in school, they will continue to

Roles and Responsibilities – Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject providing feedback to staff about how well the subject is being taught remotely and any adaptations that may need to be made
- Alerting teachers to resources they can use to teach their subject remotely, that will also reduce teacher workload

Roles and Responsibilities – Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning, 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
- Co-ordination the acquisition and distribution of devices for pupils, who do not have sufficient access to technology at home, and ensuring these are appropriately digitally safeguarded with filtering software (in accordance with Department for Education guidance and expectations)

Monitoring

The quality of remote learning provision is monitored in the following ways:

- Evaluation of the quality of pre-recorded lessons and their associated learning activities (the Senior Leadership Team regularly review lessons and the extent to which they fulfil and promote curriculum expectations and pupils' wider personal development)
- The extent to which our pupils are engaging with their learning across the curriculum (initially developing this understanding, when they are sharing their work via video call or through feedback from parents)
- Gather quantitative and qualitative feedback from families and staff about the effectiveness and efficiency and our remote learning provision to gather a more well-rounded understanding of the impact of our remote learning

All of these evidence-gathering tools are triangulated to feed into our remote learning self-evaluation framework, which is evaluated every half-term so that we can use evidence that is gathered first-hand, in order to make appropriate adaptations to strengthen the effectiveness and efficiency of our provision.

Roles and Responsibilities – Designated Safeguarding Lead

The DSL is responsible for:

- Reviewing and updating the Safeguarding and Child Protection Policy (including the Coronavirus addendum), which can be found [here](#) (Whole-School Safeguarding Policy) and [here](#) (Coronavirus Addendum)
- Making regular contact with families who are vulnerable and may require additional support, advice or guidance
- Responding to and acting on concerns raised from members of the school and wider community about pupils in our care
- Ensuring that staff are kept up-to-date about local and national safeguarding priorities (including those that may be more prominent as a result of the pandemic, such as domestic violence)

Roles and Responsibilities – IT staff

IT staff are responsible for:

- Maintaining, organising and updating the virtual learning platform (the Weebly)
- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they are 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
- Ensuring that devices sent home are appropriately digitally safeguarded with filtering software (in accordance with Department for Education guidance and expectations)

Roles and Responsibilities – Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are 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 cannot complete work

- 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
- Share feedback about the school's remote learning provision
- Be respectful when making any complaints or concerns known to staff

Roles and Responsibilities – 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

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access the secure cloud service (St Nicholas Staff SharePoint) and/or the secure internal school server
- Access personal data on a school-managed device, rather than a personal device, unless specifically agreed by the Headteacher
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Processing personal data

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

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected– strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted (BitLocker at boot-up) this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Policy Review and Monitoring Arrangements

This policy will be reviewed on an annual basis by Miss J Parker and Mr R Gough. At every review, it will be approved by the St Nicholas CE First School Local Governing Board.

Links with other policies

This policy is linked to our:

- St Nicholas CE First School Behaviour Policy and the associated Coronavirus addendum
- St Nicholas CE First School Child Protection Policy and the associated Coronavirus addendum
- St Nicholas CE First School Data Protection Policy
- St Nicholas CE First School Complaints Policy
- St Nicholas CE First School Computing and Internet Acceptable Use Policy
- St Nicholas CE First School Online Safety Policy
- Codsall Multi-Academy Trust Looked After Children Policy
- Codsall Multi-Academy Trust Safeguarding Policy
- Codsall Multi-Academy Scheme of Delegation