



Remote Learning Policy

Approved by	Headteacher
Reviewer	Deputy Head: M.Flowers Assistant Headteacher: M.Lowery
Status	Non-Statutory
Review Cycle	Every three years
Date Written Last Review	September 2020 Autumn 2022
Date of Next Review	Autumn 2025

1. Aims

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who are not in school, through use of quality on-line and offline resources.
- Provide clear expectations for all members of the school community with regards to the delivery of high quality interactive remote learning.
- Include continuous delivery of the children's curriculum entitlement; whilst motivating and supporting health, wellbeing and parents.
- Support effective communication between the school and families and support attendance and engagement with learning.

2. Who is this policy applicable to?

- A child or children absent due to circumstances outside of their control, including situations

such as: extreme weather, power outages, and pandemics.

- Remote learning will be shared with families when they impacted by circumstances such as those listed above
- Staff involved in the planning and implementation of remote learning for any child in their care who requires this form of provision.

N.B Any child who is ill will not be expected to engage in remote learning until the point at which they have recovered and can return to full engagement.

3. Content and Tools to Deliver This Remote

Education Plan

- Chromebooks and iPads available on loan for families without access to suitable devices (contact via the class teacher and/or the school Office).
- Online tools for EYFS KS1 KS2 (*Tapestry (EYFS), Google Classroom (KS1 & KS2 and Google Meet), as well as for staff CPD/CPL and parents' sessions.*
- Use of Google Meet for instructional presentations and assemblies
- Phone calls home
- Printed learning packs (on request for families and children struggling to access remote learning via a virtual platform) to be collected and returned on completion as agreed with the school.
- Physical materials such as story books and writing tools
- Use of BBC Bitesize, Oak Academy, *Power Maths, Power of Reading, LGFL, as well as other resources deemed suitable for the purpose of supporting learning.*
- Curriculum resources, including home based alternative resources that can be used (i.e. books, reference sources (maps, atlases etc), practical objects and manipulatives, and experiential settings.

In the event of a lockdown scenario or class bubbles being forced to shut the daily/weekly timetable will be adhered to as closely as possible. The resources and planning to deliver this policy can be found by staff on google drive.

Staff will also need to refer to:

- Safeguarding regarding phone calls, Video conferencing and Recorded Video
- See the Online Safety Policy and [‘Pupils’ Rules and Guidance For Agreed Safe Use Of ICT agreement at school’](#)

For individual cases children/families will access learning posted onto their class’ Google Classroom platform.

The learning, planning and resources for each year group will be placed on the Google Classroom stream. Login information for each individual child can be accessed by contacting the school office in the first instance.

https://edu.google.com/products/classroom/?modal_active=none..

4. Home and School Partnership

Lime Tree Primary School is committed to working in close partnership with families and recognises each one is unique and because of this, remote learning will look different for different families.

Lime Tree Primary School will provide online training sessions where possible for parents on how to use Google Classroom as appropriate and (where necessary) provide personalised resources to ensure accessibility to learning, including EAL and SEN concerns.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Lime Tree Primary School would recommend that each 'school day' maintains a structure that children can relate to as being as close to a school routine as possible.

We 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 as soon as practically possible (by telephone 0208 390 9544 or email to teacher via admin@limetree.rbksch.org) and alternative solutions may be available. These will be discussed on a case-by-case basis.

In line with Lime Tree Primary School's e-safety and safeguarding policy, we encourage parents to follow an appropriate framework to provide practical steps to support a healthy and balanced digital diet.

All children sign a 'Pupils' Rules and Guidance For Agreed Safe Use Of ICT agreement at school' which includes e-safety rules and this applies when children are working on computers at home and when using digital equipment within school.

5. Roles and responsibilities

Teachers

Lime Tree Primary School will provide training and induction for new staff on how to use Google Classroom (or Tapestry if based in EYFS).

In circumstances where remote learning is required teachers will provide remote learning to children who are unable to attend school. This learning will reflect the curriculum coverage that children in school will/would receive.

If teachers 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 providing remote learning, teachers must be available to work as stated in their contract. Reporting procedures for staff absence remain unchanged.

When providing remote learning, teachers are responsible for:

Setting work and providing relevant resources:

Teachers will set work for the pupils in their class (In conjunction with the Specialist Resource Provision (SRP) teaching staff, wherever appropriate).

The work set should follow the usual timetable for the class had they been in school, wherever possible

Where all children in a particular class are unable to attend school (for the reasons outlined above, a remote teaching each day will broadly take the following number of hours: KS1 equating to 3 hours per day; KS2 equating to 4 hours per day. EYFS will provide a range of suitable learning activities, tasks and curriculum material.

Weekly/daily work will be shared on Google Classroom.

Teachers in Key Stage 1 and Key Stage 2 will be setting work on *Google Classroom*. A guide on how best to access this can be found here:

<https://www.limetree.info/curriculum/remote-learning>

Teachers in EYFS will be setting work on Tapestry (alongside appropriate and relevant activities and tasks for children, e.g. fine motor and gross motor development activities).

Providing feedback/feedforward on:

- All “Turned in” Reading, Writing and Maths work within 24 hours from the end of the deadline, and all “Turned in” Foundation subject work within 24-48 hours.
- All curriculum tasks submitted by children will conform to the Marking & Feedback policy with feedback/feedforward provided where appropriate. Any turned in work received after the deadline set will be acknowledged but not marked.
- Forms of assessment that may be seen will include: ‘Learning-by-Questions’, whole class feedback, verbal/dictated feedback via mote, padlet etc

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

- In the event of a class bubble needing to switch to a remote learning platform, all teachers will provide a minimum of one Google Meet per day (the nature of these may vary, e.g. outlining the day’s learning, addressing misconceptions/misunderstanding, providing feedback & feedforward, celebrating outcomes, PSHE contact etc).
- During such time, class teachers will ensure learning overviews and daily timetables are offered as a way of providing structure and clarity when working from home.
- Where practicable, the same curriculum as delivered in school will be provided remotely via Google Classroom (inclusive of all National Curriculum subjects).
- Through the daily monitoring of engagement by individual pupils (and communication with parents/carers).
- If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone by the class teacher to assess whether school intervention can assist with engagement. Should engagement not increase, phase leaders will be informed and take appropriate steps to liaise with parents. If the situation remains unchanged, senior leaders will make contact. Further to this, the school’s Educational Welfare Officer (EWO) will be informed.
- All parent/carers emails should come through the school admin account (admin@limetree.rbksch.org)
- Any concerns shared by parents or pupils should be reported to the relevant Phase Leader, a member of SLT and for any safeguarding concerns, refer immediately to the DSL (Mike Flowers) or a Deputy DSL.

Support Staff (Teaching Assistants and 1:1 Support Staff, ELSA Mentors)

In the event of a class bubble needing to move to a remote learning platform, Support Staff must be available between their contracted working hours.

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.

During the school day, support staff must complete tasks as directed by the class teacher, line manager, SENCo or a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including the monitoring of engagement.
- Monitoring the effectiveness of remote learning – via regular Phase meetings with teachers and Phase leaders, feedback on this in SLT meetings, 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 (DSL)

The DSL and DSL team is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Support via ClickIT.

- The ClickIT technicians are responsible for:
- Fixing issues with systems used to set and collect work
- Helping staff 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 teachers to support pupils and parents with accessing Google Classroom, the internet or devices

The SENDCo/Inclusion Lead

- Liaising with all stakeholders 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 organisations to make any alternative arrangements for pupils with EHC (Educational Healthcare) Plans and Pupil Support Plans.
- Identifying the level of support and overseeing provision for SEN children.
- SRP staff providing personalised learning support via Google Classroom.
- Recorded demonstrations and modelling of strategies provided by staff for parents to support at home.
- Targeted interventions/support built around identified children's individual needs.

The School Business Manager

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

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 and/or support staff
- 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 are struggling, including (but not exclusively) those utilised by Lime Tree Primary School staff.
- This support will be provided within normal school hours (up to 5pm) but responses to these

- will not be made outside of these times including during weekends or holidays.
- Be respectful when raising queries/clarification and when raising concerns known to staff.

The 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 and children receive their curriculum entitlement.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

6. Links with other policies and development plans

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Behaviour For Learning Policy
- Data Protection Policy, GDPR and privacy notices
- ICT Acceptable Use policy (Staff and Pupils)
- Staff Code of Conduct
- Staff Handbook