

Rationale

The DfE in response to the Covid-19 Pandemic introduced new legislation in the Coronavirus Act 2020. This act contains regulations for the closure of schools and the continuation of provision of education. Schools are expected to provide remote learning for pupils when schools are closed.

Our Remote Education Policy has been written by the school and aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Link together advice and guidance in a range of other relevant documents and policies

Other related policies and documents

The policy forms part of a suite of policies covering teaching and learning both at school and elsewhere, and the safety and security of staff and pupils. These include:

- The latest Risk Assessment document
- Teaching and Learning Policy
- Data Protection and GDPR Policy
- ICT Security and Staff Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Homework Policy

Several government acts, documents and policies have been consulted whilst writing this policy including:

- [Coronavirus Act 2020 – schools, childcare providers etc](#)
- [OFSTED \(2021\) What's Working Well in Remote Education](#)
- [DfE \(2021\) Restricting attendance during the national lockdown: schools](#)
- [DfE \(2020\) Remote Education Temporary Continuity Direction: Explanatory Note](#)
- [DfE \(2020\) 'Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- [DfE \(2020\) Remote Education Good Practice](#)
- [DfE \(2020\) 'Adapting teaching practice for remote education'](#)

Context and background

The Coronavirus Pandemic that began in March 2020 has given rise to a range of new and challenging working scenarios for schools, including complete school closure, partial opening for vulnerable pupils and the children of key workers and full opening with Covid-19 Safety measures in place.

It has also led to staff and pupils being unable to attend school for a range of pandemic-related reasons, including self-isolation after exposure to a Covid-19, waiting for a test/result after exhibiting symptoms etc.

This unprecedented change in circumstances for schools and the communities they serve has led to the development of new ways to deliver high quality teaching and learning inside and outside the classroom.

What is Remote Learning?

The DfE has the following to say about what Remote Education is:

A broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.

They further break down different types of Remote Education as shown below.

Term	Description	Examples
Digital remote education (Online Learning)	Delivered through digital technologies.	<i>Accessing lessons and resources via Google Classroom Watching a video linked from an online blog/webpage</i>
Blended learning	a mix of face-to-face and remote methods.	<i>Pupils accessing some in-school sessions and then following up at home on the phone or via email</i>
Synchronous education	live teaching	<i>A taught lesson broadcast live via Google Meets/zoom video A small group intervention taking place in school</i>
Asynchronous education	Learning material is prepared by the teacher and accessed by the pupil at a later date	<i>Using Google Classroom or Purple Mash to set activities that can be accessed when the pupil is able Sending home a Reading book with a printed list of activities for the pupil to carry out</i>

Roles and Responsibilities

Governors

The governing board is responsible for:

- Monitoring the school's approach to remote learning provision to support high quality education
- Ensuring remote learning systems are appropriately secure, for protection and safeguarding reasons

Leadership Team

The School Leadership Team is responsible for

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through meetings with teachers and subject leaders, reviewing work set and handed in by pupils and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding
- Providing clear and explicit rules, boundaries and expectations for remote education across the school
- Keeping up to date with Government guidance and directives in this area
- Keeping Governors informed of developments, strategies and new safeguarding arrangements

Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to support remote learning
- Supporting teachers to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject as advised by SLT
- Alerting teachers to resources they can use to teach their subject remotely

Teaching Staff

When providing remote learning, teachers are responsible for:

- Providing appropriate and regular learning activities and feedback using agreed platforms and tools
- Setting expectations for pupil participation, completion and handing in of work
- Communicating with pupils/families within agreed timescales using systems provided by the school
- Monitoring attendance and participation of pupils in remote learning and reporting concerns to SLT
- Attending relevant virtual meetings with teachers, parents and pupils
- Ensuring any digital/online remote learning and feedback they deliver is safe, appropriate and professional, in line with the Staff Acceptable Use Agreement

Teaching Support Staff

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

- Supporting class teachers with providing remote learning and feedback to pupils
- Supporting pupils and families with issues around engagement and participation
- Delivering planned interventions with individual and groups of identified children
- Ensuring the online learning and feedback they deliver is safe, appropriate and professional, in line with the Staff Acceptable Use Agreement

Pupils

Staff can expect pupils learning remotely to:

- Take part in all live streamed lessons conducted via Google Meet/Zoom
- Complete and hand in work to the set deadline and let them know if they will not be able to do so
- Spend the appropriate amount of time engaging with remote learning materials and lessons
- Seek help if they need it, from family members, teachers or teaching assistants
- Alert teachers if they're not able to complete work

Parents

Staff can expect parents with children learning remotely to:

- Complete a School **ICT Loan Agreement** if using school devices at home
- Follow the usual school absence procedures if their child is unable to attend remote lessons
- Seek help from the school if they need it by contacting the school office

Teaching and Learning Remotely

Curriculum

Remote education will closely follow the content and expected outcomes of the relevant curriculum frameworks and schemes of work for each year group where possible. We will continue to follow our Thematic Curriculum topics with some adjustments to specific activities and resources if necessary.

- Teachers and support staff will continue to follow the teaching and learning principles as described in the Teaching and Learning Policy to deliver high quality learning.
- Any external resources will be carefully evaluated to ensure high standards are being met.
- Potential gaps in coverage (due to staff absence, resourcing issues etc) will be noted and steps taken as soon as possible to ensure these gaps are covered.

Approaches to Remote Education

Not all remote learning is digital or online, and the school acknowledges that a blended approach is the most flexible and receptive to varying pupil needs and a fast-changing situation. Strategies may include:

Non-Digital Approaches

- Phone calls with individual pupils and families
- Printed letters posted to pupils and families
- Printed lesson activities and learning resource packs sent home or collected safely from school
- Reading books (fiction and non-fiction) collected safely from school

Online/Digital Approaches

- Live lessons taught using a video conferencing platform
- Online learning using digital documents, quizzes, videos and online discussions
- Small group video meetings set up on an individual need basis
- Interactive online learning activities, games and quizzes specified by teaching staff

Expectations and Delivery

The amount and frequency of remote lessons will change according to the situation locally and nationally.

Current (as of January 2021) DfE requirements state that KS1 pupils should receive **3 hours of core teaching each day**, and KS2 pupils **4 Hours of core teaching every day**

- Generally, each day will follow a similar pattern of learning to support routine building and continuity
- Different scenarios will require different approaches, and these will be developed as required

Feedback and Assessment

Feedback to pupils and parents will take various forms but we will follow our usual school marking and feedback policy wherever possible to ensure consistency for staff and pupils. Feedback may be aimed at individual pupils, groups or whole classes. It may reference learning, engagement or attitude. It may include:

- A verbal comment during a live lesson
- A private online comment on a piece of work submitted via Google Classroom
- General class or group feedback during a group video conference
- An emailed comment to a parent or carer
- Verbal feedback during a phone conversation

The frequency of feedback will vary but in general the aim is to **feedback individually to each child** at least twice a week on work done and on a pupil's attitude and engagement to learning.

Engagement, Participation and Well-being

Staff will carefully monitor each child's engagement and participation with Remote Learning and address any concerns as soon as possible. We will contact parents/carers if necessary, to try and understand and resolve any issues as soon as they emerge.

Parent/carer supervision of remote learning

We understand that many parents/carers and families are dealing with challenging circumstances and obligations that may mean that there are difficulties in supporting pupils with remote education. We will support families as much as possible to ensure that the highest quality of education possible is delivered to our pupils remotely, whilst acknowledging that this will be necessarily different to their learning in school with teachers and support staff on hand and all the many advantages that learning in school brings.

Provision for SEND pupils and pupils with additional needs

Pupils identified with specific learning needs will be offered a tailor-made program of work based on any EHC Plan or other documentation regarding their educational needs. This provision might include a place at school if they are defined as 'vulnerable' where they will be taught by school staff in small groups, following the usual curriculum and planned interventions.

If the SEND pupil is unable to attend school then a program of carefully planned and timetabled activities will be delivered remotely in a variety of ways, including

- live remote teaching in small groups,
- 1:1 video conferencing sessions with school staff and appropriate specialist staff
- lesson packs with printed materials, books and resources sent home
- online learning activities via the schools recommended digital learning platforms
- phone conversations with pupils and families

Feedback will be frequent and specific to each child's identified needs and will involve parents/carer and any other agencies involved in the child's education wherever it is possible to do so safely within the current lockdown restrictions.

Expected Remote Learning Provision

Scenario: Lockdown with school closure for most pupils

		EYU	KS1	KS2
T A U G H T C U R R I C U L U M	Lessons each day	Phonics Reading English Maths A.N.Other	Phonics Reading English Maths A.N.Other	English Reading (3x per week) Maths A.N.Other
	Modes of delivery	Recorded teaching episodes for most lessons <i>Live for bottom 20% in phonics/ reading</i>	Recorded teaching episodes for most lessons <i>Live for bottom 20% in phonics/ reading</i>	Recorded/ live teaching episodes for most lessons
	Live support Google Meet/ Zoom		Time each day for targeted support.	Time each day for children to 'drop in' (approximately an hour) and targeted support time.
	Other	Children email most of their work	Children email most of their work	Children turn in most work
	Feedback	Pick up on errors	Pick up on errors	Pick up on errors
	Additional support	Reading tutors working one to one with children over zoom/ google meet (two adults to one pupil if adults are working remotely)		
O N G O I N G	Learning and activities	<ul style="list-style-type: none"> • Accelerated Reader/ independent reading • Times Table Rockstars/ Know its • Spelling • Handwriting • Live register • Live/ prerecorded story time • Touch typing practice 		

Other scenarios:

Scenario	Expected Remote Learning Provision
<i>A child is absent as they or a member of their household is self-isolating. The rest of their school bubble are attending school</i>	<ul style="list-style-type: none"> • Work following that being delivered to the rest of the class will be posted to Google Classroom/ on the website in the revision pack. • Regular contact via phone and email with class teacher and support staff • Joining live Maths and English sessions via Google Meets
<i>A child's whole bubble is not permitted to attend school because they, or another member of their</i>	Same as during lockdown.

<i>bubble, have tested positive for Covid-19.</i>	
My child's teacher is having to self-isolate	Normal timetable will be followed. Curriculum provision will be delivered by school staff.

Delivering Digital Remote Education

Digital Tools and Resources

- The school has developed the use of **Google Education Suite** over this year and this now supports staff with working remotely using cloud drives and tools.
- We are using **Google Meet** and **Zoom** to deliver daily synchronous/live lessons and intervention group lessons in all year groups
- We are using **Google Classroom** to deliver daily asynchronous digital remote learning activities in English, Maths, Science and Foundation subjects as part of topic work.

Ensuring access for pupils

Access to digital learning devices, including laptops, tablets and Chromebooks will vary in our school community. Some families will have good broadband and modern devices available for pupils to use regularly. Some will have limited access to digital devices which may be shared, and limited internet access. Other families will have more challenging circumstances and have little or no access to digital technology suitable for learning.

The school will work proactively with families, aiming for an equitable access to devices and internet access by:

- Collecting information on family's needs
- Lending school devices to pupils (subject to a strict Device Loan Agreement)
- Providing prepaid Internet access devices where necessary
- Accessing all possible avenues to acquiring new devices via Government schemes and grants

Development of staff skills in delivering Digital Remote Learning

Schools are only just beginning to develop strategies and tools for digital/online remote learning. We will ensure staff receive training, INSET and 1:1 support from education consultants, in-house support and mentoring and online courses and workshops where appropriate.

How we are providing appropriate and secure digital/online learning tools and systems for staff

- Ensuring all platforms and online communication tools used to communicate with pupils are secure, appropriate and are part of a robust school managed system
- Liaising with technical support staff to ensure robust security for remote access to school network resources and online learning tools, including the secure management of staff and pupil accounts
- Being clear about learning objectives and pastoral support objectives for all online learning activities
- Ensuring staff and pupils know the difference between material that is public (eg on the school website), shared with school pupils (on google classroom) and private between a pupil and their teachers (feedback/ emails)
- Providing staff with support and INSET where needed to develop the skills to provide Online learning
- Disseminating up to date information from Government and other organisations to staff
- Ensuring staff feel able to raise issues and concerns about new ways of working digitally with SLT

Safeguarding

Staff using google meet/ zoom away from school must have an additional adult present in the 'room' at all times. Staff should also think carefully about the setting they use at home for the live sessions including backgrounds and clothes they are wearing. These should be the same as if they were in school. If staff have any safeguarding concerns, they should raise them in the same way as if they were in school.

Data protection

Accessing and processing personal data

When accessing or processing personal data for remote learning purposes, all staff members will follow the school GDPR and Data policy and the Acceptable Use Agreement.

Staff members may need to collect and/or share personal data (such as email addresses and phone 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.

In particular, they will ensure that

- any devices logged in to school remote learning or cloud-based resources are supervised and logged off when not being used
- all pupil data and information stored on their personal devices (with permission from the school) is deleted as soon as it is no longer needed
- cloud based resources such as email and the school MIS should be used rather than paper copies.

Signed on behalf of the Governing Body:	
Position:	Date:
Approved in November 2020 by the Curriculum and General Purposes Committee on behalf of the Governing Body of Columbia School. To be reviewed in May 2021 unless any statutory documentation is published which supersedes this policy.	