

# Remote Learning Policy

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## Aims of the policy

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This remote learning policy aims to:

- Ensure consistency in the teaching of all or most of the carefully sequenced learning planned in the Bigland Green Curriculum when having to provide remote, online learning to pupils;
- set out expectations for all members of the school community with regards to remote learning;
- provide appropriate guidelines for safeguarding and data protection;
- all remote learning ensures that every child receives the best education the school can provide when they are in self-isolation or in the case of a local or national lockdown.

## Method of delivery

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Parents of pupils who are unable to attend school will be provided with an Online Learning Pack (OLP) and essential resources so that learning can continue at home. The OLP will provide guidance and links to high quality online resources to deliver the learning of the planned curriculum. The expected time required to complete the learning would be:

- Nursery and Reception – 2 hours daily
- Key Stage 1 (Years 1 and 2) 3 hours daily
- Key Stage 2 (Years 3, 4, 5 and 6) 4 hours daily

The school will provide detailed guidance to staff members who are involved in providing remote learning to pupils.

## Roles and responsibilities

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### Team and Learning Leaders

Leaders will support staff members by providing detailed guidance on remote learning. Alongside any teaching responsibilities, leaders are responsible for:

- coordinating remote learning within their year groups and teams, ensuring rigour and maintaining consistency;
- deploy staff to ensure the delivery of the school curriculum and high quality learning;
- re-delegate tasks assigned to staff members who become unwell to other available staff members within the team or in the school, and;
- liaising with the DSL (designated safeguarding lead) on safeguarding issues and supporting vulnerable pupils.

### Teachers

During a school closure or when a whole class or year group bubble are unable to attend school, and when teachers are self-isolating but not unwell, they must be available between 8:15 AM – 4:00 PM on their working day to discharge the allocated tasks and assist as needed. Staff members should take breaks from their workstation during the day for comfort breaks, refreshments and lunch.

### Specialist teachers and support staff members

Specialist teachers and other staff members (e.g. nursery officers, teaching/learning assistants or speech and language assistants) will support teams to deliver a broad and balanced curriculum. They will work under the direction of the team leaders. Support staff involved in providing remote learning will be expected to be on duty during their normal working hours. Any adjustments will need to be approved by the team leader.

## **Designated Safeguarding Lead**

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required. The DLS will also check the specific emails from relevant agencies and take the necessary steps within the specified time.

## **Learning mentor and mentoring assistants**

The learning mentor and mentoring assistants will continue to follow their timetable and support caseload children. This is crucial where key children are not engaging with remote learning.

## **Admin and premises team**

As soon as the school has notification of a child or family diagnosed with Covid-19 or self-isolating, the school office will record the necessary information and update the Covid-19 Register. Team leaders will be informed so that OLP can be prepared and distributed within 24 hours. The office will deal with enquiries and inform appropriate staff members. The premises team will ensure health and safety by taking the necessary steps as detailed in the school risk assessment.

## **Expectation of pupils**

The key expectation is to follow the guidance in the OLP and engage in learning as outlined in their timetable (produced in consultation with their parents), and to:

- to do their best and remember that the Learning Vision applies to learning at home as it does at school, and;
- be proactive and seek help if they need it, from staff members; and alert staff if they are not able to complete the learning.

## **Expectations for parents**

The school understands and appreciates the complexities involved in educating children at home. Parents are requested that the OLP is collected on time and any completed packs are returned to the school on the published dates (which will be in the school newsletter and ParentHub). Also to:

- set up a good daily routine with time to learn, play and rest with the involvement of their child;
- check the ParentHub and read the weekly school newsletter (published on Friday);
- make the school aware if their child is unwell and unable to access the learning by phoning the school or by email [emergency@biglandgreen.towerhamlets.sch.uk](mailto:emergency@biglandgreen.towerhamlets.sch.uk) if the school is closed, and;
- be considerate to the varying demands when making contact, or raising any concerns.

## **Reporting of sickness and request for special leave**

If a staff member is unable to work for any reason during their normal working hours, for example due to sickness, they must report this using the school's absence procedure. The procedures for special leave will apply to all staff when supporting remote learning.

## **Online Learning Packs**

When a pupil is in self-isolation or when there is an extended school closure, for example, the school, year group or class are in isolation, teachers will need to ensure the following:

Teachers will provide learning for their current class, which must include:

- A daily mathematics lesson;
- A daily English lesson, including punctuation, grammar and spelling;
- A weekly science lesson;
- A weekly wider curriculum lesson which includes physical exercise; and
- Daily reading aloud (story time) session.

Teachers will use and signpost additional online resources, which might include:

- Oak National Academy (accessible anytime without having to log-in)
- BBC bitesize

- PiXL
- Bigland Green YouTube Channel (pre-recorded videos by Bigland Green staff members to support the curriculum including early phonics, the arts and physical education/fitness)

The Online Learning Packs will provide learning in blocks of two weeks. The packs will be ready for collection or downloading from the school website within 24 hours.

## Providing feedback and keeping in touch

Staff will make regular telephone calls to support learning and well-being of pupils and families. Usually, there will be two telephone calls per week. However, parents can request for more or fewer calls as they see fit. Completed learning will be assessed and used for providing feedback to pupils.

## Contacting the school

Staff members must email their line manager and copy in the headteacher and the office manager into their communication. Staff are requested to be mindful and only communicate with others during their normal working hours unless absolutely necessary.

Parents and carers are requested to contact the school by telephone or email. The details are available on the school website. In an emergency parents can send a message to [emergency@biglandgren.towerhamlets.sch.uk](mailto:emergency@biglandgren.towerhamlets.sch.uk)

## Data protection

Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times. Sensitive data will only be shared using LgFL USO (secure email) for the purpose of remote learning and teaching. Any data that is shared will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

All contact details will be stored in line with the Data Protection Policy. The school will not permit paper copies of contact details to be taken off the school premises or be printed at home.

Pupils are not permitted to let their family members or friends use any school-owned equipment which may contain school related information.

## 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 that, where possible, any removable drives or personal devices are encrypted
- making sure the device locks if left inactive for a period of time;
- not sharing the device among family or friends without changing the user, and;
- ensuring that antivirus and anti-spyware software are activated.

## Monitoring arrangements

This policy will be reviewed by the Governing Body annually and as new guidance from the government is made available.

Date	Signature	Review
04 October 2023		

# Appendix A

The guidance for the latest national lockdown sets out the following expectations for remote learning.

Schools and teachers are expected to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Primary schools should ensure pupils have three hours' work a day, on average, across the cohort.
- Secondary schools should ensure students have four hours' work a day, with more for those 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.
- 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.

DfE guidance, dated January 2020 (Remote learning pages 46 to 50)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

Ofsted guidance, dated 11 January 2020

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>