



Remote Learning Policy

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| Responsibility | Governing body |
| Review Date | March 2023 |
| Approved by Full Governing Body | March 2022 |
| Storage: Electronic | School website |

See **Remote Education Provision: information for parents** for fuller details of provision during national or local restrictions and when entire cohorts (or bubbles) remain at home.

Introduction

Thomas Johnson Lower School is committed to ensuring that, irrespective of lockdown or self-isolation, our children can continue to access their learning at home. Even if they are not at school, they can still continue 'to Dream, Discover and Flourish'.

The following policy outlines how we will seek to deliver this provision. This policy offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources. We will seek to support all families as fully as we can.

For Whom is This Policy Applicable?

Our approach reflects different and separate categories. Any child who is unwell and absent from school, whether due to COVID or another illness, is not expected to work whilst they recover from their illness.

- **Category 1:** A child who has tested positive and is self-isolating. The rest of their class are attending school and being taught as normal.
- **Category 2:** A child whose class is not permitted to attend school because the class, or whole school, has been advised to close due to high numbers of positive cases.
- **Category 3:** A child who is not in school, or partially in school, due to medical or other needs and is on Reduced Educational Provision.

This policy complies with the expectations and principles outlined in the [DFE document: Guidance for Full Opening of Schools](#).

It also meets the requirements in the [DFE Guidance Remote Education Good Practice](#).

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for children 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

Roles and Responsibilities

Teachers

When providing remote learning, teachers are responsible for:

- Setting, marking work and providing feedback for pupils in their class at a suitable time.
- Ensuring that the work they set reflects the class timetable and curriculum where possible, so that as far as is practicable the absent pupil is accessing the same learning.
- Placing the work on Google Classroom OR providing a physical pack for the pupil to access.
- Keeping in touch with pupils who aren't in school and their parents/carers.
- Agreeing with parents/carers on the remote learning offer so that the work provided can most easily be supported by the adult concerned.

Concerns and contact:

- If there is a concern around the level of engagement of a child, the teacher will contact parents by phone to assess whether school intervention can assist engagement.
- The school will contact the parents if there has been a long period of absence.
- All parent emails should come through the school office account, office@thomasjohnsonschool.co.uk, or be sent directly to the class teacher at their designated school email address.
- Any complaints or concerns shared by parents or pupils should be reported to a member of the Senior Leadership Team (SLT). Any safeguarding concerns should be referred immediately to the Designated Safeguarding Leads (DSLs).

What Type of Work will be Set?

Work will be set as either Google Classroom activities, or through physical worksheets. Online work could be a combination of video lessons, powerpoint slides, written instructions or video links to provide the teaching input, and links to websites or worksheets for the pupil to evidence their knowledge and understanding. Work can be research oriented (e.g. find out about ...), practical (e.g. design and build a home for a woodlouse) or skills based (write about /complete this sheet).

It is recognised that not all households have stable internet access and/or that the pupil's medical needs may benefit from additional printed material (e.g. improving handwriting skills). In these cases, worksheets or a workbook may be provided if teachers feel this is in the child's best interests.

According to their category (see above) pupils who are well enough to work, will be supported in the following ways:

- Category 1: The child is likely to be unwell. In which case they should recover and return to school once they are well enough to do so. As they start to recover, they will be expected to complete their reading and homework tasks, and can access class online links. Feedback will be given to the child on their return to school.
- Category 2: Learning from the full week's curriculum (as far as is practicable) will be provided as a physical pack or via Google Classroom. Feedback will be given to the child no less than weekly.
- Category 3: Learning from the full week's curriculum (as far as is practicable) will be provided as a physical pack or via Google Classroom. Feedback will be given to the child no less than weekly.

Unlike a situation of full lockdown, in the case of categories 1 and 3, the class teacher is already teaching full time. Therefore, parents and carers should recognise that the volume of work set, and the opportunities for feedback, will be different.

Children and Parents

Staff can expect children learning remotely to:

- Complete work to the deadline set by teachers
- Upload work onto Google Classroom for teachers to see, or return the physical work for marking/feedback.

- Seek help if they need it, from teachers via email or telephone call
- Alert teachers if they're not able to complete work
- Follow our Pupil Acceptable User Agreement in their online behaviour. (See Appendix 1)

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful and 'live the school values' when making any complaints or concerns known to staff
- Follow our Pupil Acceptable Use Agreement in supporting children with their remote learning.
- Use the posters and guides included in this policy to help with online safety whilst completing remote learning (See end of policy).

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.

Content and Tools to Deliver This Remote Learning

Resources to deliver this Remote Education Policy include:

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| General | ● Google Classroom | Uploaded lessons for pupils in categories 2 & 3 where parents and teachers feel this is in the child's best interests.. |
| | ● Phone calls home | Approximately 1 per week (or as agreed with parents and carers) |
| | ● Printed learning packs | Where parents and teachers feel this is in the pupil's best interests |
| | ● Oak Academy www.thenational.academy/ | Suite of video lessons including resources to cover the primary curriculum |
| | ● Home Learning Book | This is a blank exercise book so that the pupil can complete work at home. |
| Maths | ● Times Tables Rockstars | Our game-based platform for developing fluency with times tables and division facts |
| | ● Purple Mash | A suite of resources which include multiplication games and shape recognition amongst other activities. Children can use their own school account login |
| | ● White Rose whiterosemaths.com/ | Online maths resources (videos and worksheets) |
| English | ● Oxford Reading Tree www.oxfordowl.co.uk/ | Online books which are part of our School's Reading Scheme for pupils who are confident readers. |
| | ● Little Wandle Home Readers | Physical copies of books for pupils who are learning to read |
| | ● Phonics www.phonicsplay.co.uk/ | Phonics games to play which include real and non-words. Games are in phases to suit different year groups and abilities. |

In preparation for home-learning parents and children need to be familiar with the various logins and passwords. These have been sent home together with an easy to use Parent Guide.

Data Protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will follow GDPR procedures.

Processing personal data

- Staff will keep children's passwords secure on Google Drive and not email them to other staff members.
- Staff will use school email addresses. Personal staff email addresses will not be used.

Keeping devices secure

All staff will ensure that they:

- Keep all devices 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)
- Make sure the device locks if left inactive for a period of time
- Do not share the device among family or friends
- Always log out of any software when finished
- Keep operating systems up to date – always install the latest updates

Appendix 1: Pupil Acceptable Use

Agreement / eSafety Rules


- I will only use ICT in school for school purposes.
- I will only use my class e-mail address or my own school e-mail address when e-mailing.
- I will only open e-mail attachments from people I know, or who my teacher has approved.
- I will not tell other people my ICT passwords.
- I will only open/delete my own files.
- I will make sure that all ICT contact with other children and adults is responsible, polite and sensible.
- I will not deliberately look for, save or send anything that could be unpleasant or nasty. If I accidentally find anything like this I will tell my teacher immediately.
- I will not give out my own details such as my name, phone number or home address. I will not arrange to meet someone unless this is part of a school project approved by my teacher and a responsible adult comes with me.
- I will be responsible for my behaviour when using ICT because I know that these rules are to keep me safe.
- I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset any member of the school community
- I know that my use of ICT can be checked and that my parent/ carer contacted if a member of school staff is concerned about my eSafety.

Our eSafety Top Tips!

1 People you don't know are strangers. They're not always who they say they are.



2 Be nice to people like you would on the playground.



3 Keep your personal information private.



4 If you ever get that 'uh oh' feeling, tell a grown-up you trust.



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Top Tip based on resources from www.phishmeo.co.uk

E-safety for Key Stage 1

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| <p>S</p> <p>Stay Safe</p> <p>Don't give out your personal information to people / places you don't know.</p>  | <p>M</p> <p>Don't Meet Up</p> <p>Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.</p> | <p>A</p> <p>Accepting Files</p> <p>Accepting emails, files, pictures or texts from people you don't know can cause problems.</p>  | <p>R</p> <p>Reliable?</p> <p>Check information before you believe it. Is the person or website telling the truth?</p>  | <p>T</p> <p>Tell Someone</p> <p>Tell an adult if someone or something makes you feel worried or uncomfortable.</p>  |
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Top Tip based on resources from www.phishmeo.co.uk

E-Safety for Key Stage 2