



Remote learning policy

Lantern Lane Primary School

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Statement of intent

At Lantern Lane Primary School, we recognise that that since March 2020, there has been much disruption to children's education; therefore, we are committed to ensuring that all our pupils continue to receive a quality education.

In the uncertain times that we are currently living in, it is important that as a school, we are fully prepared for the possibility that we may have to have a full or partial closure of school depending on the local Covid-19 situation. There will also be instances where individual children will be self-isolating due to coming into contact with a positive case of Covid-19. Our aim is to provide remote learning so that pupils can continue to make progress: however we appreciate that each family is unique and because of this will approach remote learning in a way, which is flexible enough to suits their needs. We will also ensure that the views of our families are regularly sought as we develop and evaluate our remote learning offer and will act on these wherever appropriate.

This policy sets out our school plans for pupils to have access to a high quality remote learning curriculum at home, should the need arise.

DfE Expectations:

This policy demonstrates how we are seeking to meet the requirements on school in respect of remote learning as set out by the DfE:

"Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- give access to high quality remote education resources*
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.*

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- 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*
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long term projects or internet research activities."

Guidance Full Opening: Schools DfE, 28 August 2020

<https://www.gov.uk/government/publications/actions-for-schoolsduring-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The policy below sets out how we seek to fulfil the requirements set out by the Government and ensure that the education of the children in our school suffers as little as possible in the event of further lockdowns - either school-wide or localized within Lantern Lane.

The aims of this remote learning policy are 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 and child protection in the context of remote learning.

The objectives of this remote learning policy are to:

- Develop an effective remote education policy that is aligned with in-school provision and curriculum planning.
- Recognise how remote education fits into school policies and legislative frameworks.
- Cultivating a whole school approach to remote education.
- Recognise the importance of effective communication and consideration for wellbeing as part of the school's policy for remote learning.

Who is the remote learning plan applicable to?

Every child is expected to attend school from September 1st 2020. In line with Government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

OR

Have had close contact with another person testing positive within the previous 2 (complete) days.

Tracking children that are self-isolating:

Lantern Lane will closely track all children out of school, be they self-isolating as the result of a positive test for them or another family member or awaiting a test. An expected return date will be ascribed to each child (with the circumstances clearly recorded) and these will be tracked - with SLT informed in the event of a child not returning as anticipated. These will be undertaken by the office staff and overseen by SLT and the SMT member responsible for school attendance.

Attendance during class, local or national lockdown:

In line with Government guidance, children's attendance at remote learning sessions is a statutory requirement. This will be tracked on a daily basis. On a weekly basis, teachers will also evaluate the child's engagement with independent tasks and the feedback given to ensure they are accessing all areas of their learning entitlement.

Parents will be advised of the above and asked to contact class teachers if their child/ren will be absent from remote learning on a given day/s (providing the reason) as they would in normal circumstances. If a child does not attend remote learning sessions for two consecutive days (and no explanation is given by parents) or there is a concern over levels of engagement, class teachers will contact parents to determine the reason for absence/ lack of engagement and provide any support that is required. In the event that further support is required or if children are subsequently not present at remote sessions, further contact will be made by the appropriate member of SLT.

Contacts by both class teachers and SLT members will be recorded.

What Lantern Lane Primary School will offer in respect of remote learning:

Remote learning offer - individual child who is self-isolating:

NB: if a child is ill with Covid-19, no work will be provided to allow appropriate recovery as we would with any other illness.

Parents are able to inform us when children are well enough to resume learning albeit unable to attend school in person due to Government restrictions. At this point, they will access the same provision as children who are self-isolating.

- Each day, children will be provided with learning activities for one English, reading/phonics, maths and foundation subject lesson in KS1 and KS2.
- This will be provided either as a paper resource or posted to Seesaw depending on the needs of the child and the nature of the learning.
- Feedback on work posted will be given in line with normal timescales.
- With prior arrangement, a family member/friend (who is not self-isolating) can collect the learning pack or it will be delivered.

- During the self-isolation period, the class teacher will contact the family via telephone or by Seesaw once each week to check on well-being, referring any concerns to the appropriate member of SLT.
- In EYFS, through Tapestry, children are provided with the work that they would have been doing in school (e.g. use of Phonics Play) or given other adult-directed activities in line with topic. Work, videos of activities or parental commentary and feedback can be posted to Tapestry.

Remote learning online offer - whole class isolation:

- Each class has a Seesaw journal page and access to a Microsoft 365 account [EYFS will use Tapestry for activities as this is the platform the children are most familiar with].
- Each child has a personal account on Microsoft Education that is accessed by a username and password.
- Across the lockdown/ isolation period, there will be a selection of both pre-recorded and 'live' lessons for the children to access. The regularity and frequency of these will be dependent on the age of the child and the learning being promoted but they will focus on the core teaching of reading, writing and maths.
- Timetables and work to be completed will be posted as activities in Seesaw or assignments in Teams and pupils will be encouraged to photograph/upload any work they complete here.
- The class teacher will provide feedback on this in the same time frame they would in school.
- The teacher will keep a record of the attendance for each child at live lessons and track pupil response to work set.
- If a child has not engaged with either live learning or uploading of work, contact by telephone will be used to check on wellbeing and support increased engagement where appropriate [phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers].
- Responding to emails and messages from pupils/parents will be undertaken on a daily basis during normal working hours.
- Teaching Assistants will be used to support the learning of individuals/ groups or the whole class in line with the work they would normally undertake in school wherever this is feasible.
- In EYFS, through Tapestry, the children will be provided with pre-recorded sessions in maths and phonics daily. In addition, the child will have a pre-recorded story session.

Recognising how vital live teaching is to promote learning in a lockdown situation...

If technology is a barrier to children being involved in remote learning, school will lend out appropriate hardware (subject to an agreed loan agreement) and provide any technical support needed to use this and gain access to the remote teaching. In the meantime (or if this is not possible), then a paper-based offering will be made available.

Lantern Lane has taken advantage of the DfE scheme to increase its stock of laptops to facilitate the above.

Remote Learning Offer - Teacher/ TA self-isolating whilst class/ group or child remains in school:

- There will be a mixture of face-to-face teaching by a designated teacher (or appropriately qualified teaching assistant) within the affected bubble and teaching remotely by the class teacher/ teaching assistant (provided the latter is not unwell).
- When the teacher is remotely teaching from home, there will be - wherever possible - an additional adult in the room that can support behaviour and engagement and respond to some of the queries raised.
- Self- and peer-assessment will be prioritised in order for the teacher to make an assessment of the teaching & plan accordingly.

Roles & Responsibilities:

Class teachers/ teaching assistants:

With the support of KS Leads, SMT & SLT, it is the responsibility of class teachers to provide the remote learning provision outlined above.

It is the responsibility of the teaching assistant to support the class teacher to deliver this in the same way that this support would be provided if remaining in school; this support may be whole class, group or individual.

When working remotely, staff's working hours should mirror what would happen if they were still in school.

If they are unavailable to work (due to their illness or the illness of a dependent or through another circumstance), they should contact SLT to follow the normal absence procedures.

Professional Standards: When undertaking live teaching or attending meetings with parents or other professionals virtually, the same professional standards should be upheld by teachers as in any face-to-face interactions, e.g. dress should be appropriate and a suitable setting should be chosen. When working in their home, teachers and teaching assistants should choose their setting carefully and apply blurring to their background

School Subject Leaders:

Teachers will also be supported by the subject leads in school, who will:

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent;
- Work 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;
- Alerting teachers to resources they can use to teach their subject remotely.

School SENCO:

Teachers will also be supported by the SENCO, who will:

- Ensure all children with an EHCP or identified additional needs have appropriate provision for remote learning.
- Liaise with parents of SEND children to ensure they are supported in remote learning.
- Support teachers to ensure SEND children have appropriate learning opportunities during remote learning.

Remote Learning Lead:

Teachers will also be supported by the Remote Learning Lead, who will:

- Co-ordinate the remote learning approach across the school;
- Monitor the effectiveness of remote learning - through accessing Seesaw and records of assignments in Teams;
- Monitor the effectiveness of remote learning - through feedback from families;
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Leads:

The designated safeguarding leads in school are members of SLT - Jane Butler (Head teacher), Nuala Thompson (Deputy Head), and Paula Hancock (Assistant Head).

They will continue to implement all safeguarding procedures in place, taking the additional measures needed to ensure the safety and well-being of all children at Lantern Lane when many are not being seen in school itself every day. Vulnerable children (in respect of safeguarding) will be given a place in school and/or regular contact will be made with the families by a specified member of SLT.

For more information, please refer to the Covid-19 appendix of the safeguarding policy

Governing Body:

Teachers and the leadership teams in school will also be supported by the Governing Body, who will:

- Monitor the school's approach to providing remote learning to ensure education remains as high quality as possible;
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons;
- Monitor the well-being of staff at all levels recognising the unique pressures of working remotely or with members of the school team working remotely

The role of pupils is to:

- Participate in remote learning activities provided by their teacher;
- Seek help if they need it, from their teacher;
- Complete work to a high standard and in line with deadlines given;
- Alert their teacher if they're not able to complete work.

The role of parents /carers is to:

- Encourage their child to access remote learning and any other associated activities;
- 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 when making any complaints or concerns known to staff.

Wellbeing

At Lantern Lane, we recognise that everyone's wellbeing is important. Learning remotely, at home, can be very intense – for parents/carers as well as children. We very much appreciate whatever support parents and carers can provide. As a school, we will endeavour to ensure that work which is set, encourages our pupils to work independently, without the specific support of an adult at home. However, we appreciate that this may not always be possible.

Curriculum

At Lantern Lane, we acknowledge that there has been much disruption to children's education. Therefore, we are committed to ensuring that all children continue to receive a quality education should the need for remote learning arise. Our approach involves a commitment to providing live teaching in combination with pre-recorded teaching and the use of a variety of online resources (in line with the Government expectations).

Online learning platforms that we may use as part of a carefully-constructed curriculum offering include:

- Oak National Academy
- BBC Bitesize
- White Rose Maths
- Times Tables Rockstars
- iLearn2

The remote learning set for children will be in line with the learning that would take place in the classroom so the teachers will provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education.

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year and keep up. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

As stated previously, we are fully aware that these are exceptional times and each family is unique; because of this, we will always try to approach remote learning in a way which suits their individual needs.

Contacts - for further support:

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- › Issues in setting work - talk to year group colleagues, KS Leads and/ or subject leads (for specific subject guidance);
- › Issues with behaviour - talk to year group colleagues, KS Leads and/ or SENCO/ SLT.
- › Issues with IT - talk to Remote Learning Lead (Paula Hancock) and Louise Halliwell;
- › Issues with their own workload or wellbeing - talk to any member of SMT/SLT;
- › Concerns about data protection - talk to the Data Protection Officer (Paula Hancock);
- › Concerns about safeguarding - talk to the DSL team (Jane Butler, Nuala Thompson, Paula Hancock).

Safeguarding

Safeguarding remains key throughout this time and particularly in this new area of remote learning for our school. This policy should be read in conjunction with our Child Protection and Safeguarding policies for further guidance.

Data protection:

NOTE: Parents have been asked to give permission for the school to use the following platforms to promote remote learning: Microsoft 365 Teams; Seesaw; NFeR Assessment Hub; Zoom. Records of these permissions are held in school and are shared with staff as required. They will be updated in line with the other permissions held in school (as children move from one key stage to another) - if this is required.

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

- Only do so in line with need and normal school policies;
- Use a secure device only that is appropriately password-protected and held securely (see below);
- Download and hold data only if essential and for the shortest amount of time possible;
- Use secure sites such as 365 if data does need to be stored;
- Speak to the DPO immediately if they are concerned about a breach or potential breach.

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 - 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

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy