



Remote Learning Policy

January 2021

Aims

The aim of this policy is to ensure that our remote learning is accessible, sustainable and inclusive for all Ivydale children in case of any school closures. Alongside providing high quality learning across the curriculum, we also prioritise the wellbeing of all our children including those who may still be attending school. We have used the feedback received from parents during the first lockdown and subsequent class closures in addition to DfE guidelines (updated in Jan 2021) and EEF research into Remote Learning to inform this policy:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Remote_Learning_Rapid_Evidence_Assessment.pdf

We are committed to the ongoing review of our remote learning including the feedback we received from children and parents in order to develop and improve it. Therefore this policy will remain open to updates.

Principles for Remote Learning

Our remote learning is delivered through a combination of pre-recorded teacher input, with links to other website content (pre-recorded and live) as well as on and offline tasks. In addition, the class teacher will facilitate a weekly live session through Microsoft Class Teams. This approach recognises the fact that some pupils may not have suitable online access at home, that many of our families have more than one child sharing a device or where parents are balancing the demands of working from home while supporting their child's remote learning as well as variation in broadband capacity between households. This approach has the added benefit the lessons can be accessed at a time that suits the different needs and arrangements of our families as well as enabling children to pause and repeat a lesson if they don't understand.

We are mindful that the first few days of being educated remotely may look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. Adaptations will be made if necessary, in some subjects, for example, a different, practical lessons for home learning may need to be planned in order to consider the resources available at home. The work set should take the majority of children on average, three hours per day although this will depend on the age and ability of the individual child, with less for younger children and up to four hours a day for older children.

Availability of devices for Remote Learning

Our aim is for all children to have an appropriate device to access remote learning. We will allocate available devices to families who responded to our survey in the first instance. Any other families that contact us will be placed on a waiting list and will be allocated a device as and when they are available. The school commits to sourcing additional devices including routers and additional data allowances from central government, charities and local donations.

Roles and responsibilities

Teachers

When providing remote learning, teachers must be available every working day during their normal working hours. If they're 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. Teachers may be

required to be in school for classes that are not closed or to provide learning for key worker or vulnerable children. Teachers are responsible for:-

- setting work for their class or year group, or in the case of teachers who work across classes, for those classes a weekly home learning overview provided for each year group to be provided on Microsoft Class Teams for the week ahead, including:
 - a daily maths lesson and resources using White Rose Maths 4 times per week, the fifth lesson will be teacher generated
 - a daily literacy task with video links to short taught sessions at least 3 times per week
 - a range of topic lessons covering all subjects in the national curriculum, linked to current learning from the Ivydale creative curriculum termly overview as well as music, Mandarin for Years 3-6 and PE
 - a weekly Microsoft Class Teams session to cover PSHE and wellbeing topics
 - differentiated lessons to include challenge tasks, the use of must/should/could statements and extra resources for those who need additional support
- uploading work the night before to enable parents to organize the day
- coordinating with their partner year group teachers to ensure consistency across the year group, whether their partner teachers are still in school or are also working from home
- coordinating with Phase SENDCos to provide differentiated work for SEN pupils in their class
- being mindful to plan activities that can be completed with only limited access to devices or printers
- providing feedback on work
 - uploaded by pupils to Microsoft Class Teams
 - detailed written feedback for each child at least once per week, and 'light touch' feedback for all other work sent to them
- keeping in touch with pupils who aren't in school and their parents via Microsoft Class Teams
- responding to emails from parents and pupils about home learning, within 3 days of receipt in working hours only
- passing on any other questions or issues from or regarding parents and pupils to safeguarding team or SLT
- passing on any concerns about pupils behaviour during sessions or failure to engage with learning to SLT
- promoting the school values of respect, responsibility and positivity during any school closures
- attending virtual meetings with staff, parents and pupils as necessary ensuring
 - professional dress code
 - in a neutral location with no personal information on view

Learning Mentors

- keeping in touch with families through regular welfare calls and coordinating support for families as identified in these calls, passing on any safeguarding concerns as outlined in the safeguarding policy
- attending virtual meetings with staff, parents and pupils as necessary
 - professional dress code
 - in a neutral location with no personal information on view
- applying for grants for IT equipment, laptops or other devices and internet access

SENDCos

- attending virtual meetings with staff, parents and pupils as necessary
 - professional dress code
 - in a neutral location with no personal information on view
- liaising with class teachers, teaching assistants and parents to provide suitable learning for pupils who have special educational needs

Leadership Team

- producing a weekly assembly
- coordinating and monitoring effectiveness of home learning on Microsoft Class Teams
- planning and delivering a package of remote learning suitable for their whole phase for children who may be self-isolating while their class is still in school
- providing home learning surgery support for families

- responding to feedback from children, parents and staff in order to continually improve the quality of remote learning
- ensuring rigorous safeguarding procedures for all pupils both on-site and at home according to the Safeguarding Policy
- attending virtual meetings with staff, parents and pupils as necessary
 - professional dress code
 - in a neutral location with no personal information on view

Teaching assistants

Teaching assistants will be required to be in school to support learning for key worker or vulnerable children. When supporting home learning, teaching assistants must be available for their normal working days and hours. If they are unable to work for any reason during this time, they should report this using the normal absence procedure.

When supporting remote learning, teaching assistants are responsible for:

- liaising with class teachers to provide suitable support for learning for SEN pupils with EHC plans via Microsoft Class Teams
- liaising with class teachers to provide suitable interventions for pupils via Microsoft Class Teams
- passing on any other questions or issues from or regarding parents and pupils to safeguarding team or SLT
- passing on any concerns about pupils behaviour during sessions or failure to engage with learning to SLT
- promoting the school values of respect, responsibility and positivity during any school closures

The Admin team

- communicating with families via phone, parentmail or text where necessary
- ensuring IT support is aware of any issues with Microsoft Class Teams
- passing on queries and issues from families to the relevant member of staff
- promoting the school values of respect, responsibility and positivity during any school closures

Pupils and parents

- working together to access Microsoft Class Teams using the provided id and password
- logging onto Microsoft Class Teams every school day that their class or year group is shut
- completing work set to the best of their ability
- uploading at least one task per week
- attending the weekly live Microsoft Class Teams session
- seeking help or support from class teachers, the home learning surgery or learning mentors if needed
- supporting the school values of respect, responsibility and positivity during any school closures

The Governing Body

- monitoring the school's approach to home learning
- ensuring security of remote learning systems for data protection and safeguarding reasons