



Remote Online Learning Policy

This policy outlines the responsibilities of the school in relation to remote learning during the Coronavirus pandemic.


Date agreed by Governors	November 2021
Signed on behalf of Governors	 <small>Louise Atkins (Nov 22, 2021 17:11 GMT)</small>
Date for next review:	November 2022

Table of Contents

1. Aims.....	3
2. Scope	3
3. Roles and responsibilities.....	3
4. The Remote Learning Offer	5
6. Weekly Zoom call in small groups	7
7. Data protection.....	8
8. Safeguarding	8
9. Appendix 1:.....	9
10. Appendix 2: Home Learning Timetable – Key Stage 1 and Key Stage 2	10
11. Appendix 3: Home Learning Timetable - Reception	11

1. Aims

1.1 This remote online learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to the pandemic;
- Set out expectations for all members of the school community with regards to remote learning;
- Provide appropriate guidelines for data protection.

2. Scope

2.1 Remote Learning will be set in the following circumstances:

Full/partial closure

When a **group/bubble** of children cannot attend school for a fixed period of time due to an outbreak of Covid-19 which impacts specific classes/phases/the school.

Individual required to isolate for 10 days, not impacting their peers

2.2 Where children are required to self-isolate at the direction of NHS they will be provided with a series of links, through Oak National Academy, in line with the learning taking place in their year group (see Appendix 1). This learning will be provided by an Assistant Headteacher. This will not feature the child's class teacher, but will directly link to the learning taking place in school.

Individual absence (short term absence) awaiting a COVID test

2.3 Where children are awaiting a test for COVID-19, and they remain well, they can access 3 days of learning on Google Classroom. This is generic learning linked to objectives in that year group. This will be updated on a termly basis.

2.4 **As per published guidance, class teachers cannot provide home learning and provide teaching provision in school. As such, class teachers will only directly provide remote learning when they are unable to attend school (due to an outbreak of Covid-19, for example).**

3. Roles and responsibilities

In the event of a full or partial closure:

3.1 The Headteacher is responsible for:

- The implementation of this policy;
- The review of this policy;

- Adaptations in line with Government guidance to this policy.

3.2 The Deputy is responsible for:

- Ensuring children and teachers have access to Google Classrooms and that they know how to interact with it;
- Ensuring the curriculum is taught remotely for children who cannot attend school for prolonged periods of time;
- Supporting teaching staff to ensure virtual lessons are well-pitched and appropriate for the ability and age range of the pupils;
- Ensuring that work is provided for children who are feeling well but awaiting a test.

3.3 The Assistant Headteacher (Inclusion) is responsible for:

- Deploying Learning Associates so that intervention expectations are met;

3.4 The Designated Safeguarding Lead is responsible for:

- Ensuring that our obligations under the Safeguarding Policy are fulfilled during a full/partial closure.

3.5 Assistant Headteachers (CK, BB, SC) are responsible for:

- Monitoring the teaching and learning taking place on Google Classrooms. This should involve ensuring that work is consistently set and age appropriate.
- Supporting teachers in their phase with any technical aspects of Google Classrooms (setting work, providing feedback etc.).

3.6 Teachers are responsible for:

- Providing lessons for children who are self-isolating due to a full/partial closure at the direction of the Headteacher/Deputy Headteacher;
- Ensuring regular contact is made with all children in the class (through a once weekly Zoom 'catch up'). Where this is not possible, members of the Senior Leadership Team should be made aware.
- Running a daily morning briefing for their class. This will involve covering what learning is available for that day and will allow the children to ask any questions about the arrangements. This should take place between 9am-10am and will last for approximately 20 minutes. A second staff member will be in attendance for safeguarding purposes.
- Planning and delivering lessons as mentioned in section 4.

3.7 The Attendance Officer is responsible for:

- Ensuring the Leadership Team and Class Teacher is made aware of any child who is self-isolating for 10 days, at the direction of the NHS/track and trace.
- Ensuring that accurate attendance records are kept for children during their remote online learning.

3.8 The Pastoral Care Manager is responsible for:

- Ensuring that families who may require more than the universal offer of support are contacted once per week.

We all have a responsibility to ensure that children have a positive experience through remote learning at John Ball School.

4. The Remote Learning Offer

4.1 When providing remote learning, teachers must be available between the normal hours of the school day (9-3:30). 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.

4.2 When providing remote learning, teachers are responsible for:

- Running a daily morning briefing for their class. This will involve covering what learning is available for that day and will allow the children to ask any questions about the arrangements. This should take place between 9am-10am and will last for approximately 20 minutes. A second staff member will be in attendance for safeguarding purposes.
- The class teacher will ensure a register is taken during the morning briefing and passed onto the attendance officer, Mrs Windham.
- In KS1/2, running a daily Zoom debrief session at the end of the day. Children can use this opportunity to ask questions based on the day's learning. This will also provide an opportunity for the teacher to check-in on learning expectations and make adaptations for future schemes of work.
- Uploading a daily 'timetable' covering all aspects of the learning which is available for that day. This should stick to the agreed subject frequency table as detailed below:

Daily Lessons – KS1/2

Once a Week – KS1/2

20 minute morning zoom briefing	Computing
English writing	Humanities
Mathematics	PE challenge (with Ope and Mario)
Reading (including phonics and spelling)	Music (with Mr Broom)
	Science
	Art and DT
	PSHE
	RE

Daily – Reception	Once a week - Reception
20 minute morning zoom briefing	Science
Handwriting	French (with Mme. Patten)
Mathematics	Music (with Mr Broom)
Phonics	PE challenge (with Ope and Mario)
Topic	

4.3 Where named subject specialists cannot set work, we will use resources available to us through Oak National Academy or an alternative of the same quality.

4.4 Work will be online by 4pm on the day prior. The only exception to this rule is the first day of remote learning. The school may be required to activate home learning protocols at extremely short notice. As such, the school will hold a zoom briefing for

children and families on the first day of home learning; this will provide an opportunity to set out expectations and explain how the process will work. Formalised learning will begin from day 2.

- 4.5 Children have a series of pre-recorded video lessons from the class teams (this may not always be the child's direct class teacher). The school will endeavour to use video introductions as much as possible, recognising how important these are in motivating children to engage with learning.
- 4.6 Each child will receive 1 piece of detailed feedback per week, through Google Classrooms. However, the teacher will use their understanding of all submitted work to provide whole class feedback and next steps. These will be woven into the future lessons which are presented, as they would be if the children were in school.
- 4.7 Work will be pitched appropriately ensuring support and challenge is available for all children. This may involve specific work being set, via email, for a small number of children.
- 4.8 Children should be able to complete work online, however, they will benefit from a notebook to complete their daily learning
- 4.9 **We will endeavour to ensure that the majority of learning does not require resources to be printed at home.**
- 4.10 Parents will be able to contact their class teacher by email and details will be provided at the start of the remote learning, additionally reminders will be sent out to ensure parents have the contact details of their Assistant Headteacher and the Headteacher/Deputy Headteacher.
- 4.11 When recording lessons, teachers should be aware of the environment in which they film. Background areas should be clear of personal items and teachers should maintain an appropriate dress code at all times.

5. Quality Assurance

- 5.1 Assistant Headteachers will continually monitor the home learning to ensure it meets the expectations of the school's Teaching and Learning Policy;
- 5.2 Multiple practitioners will be involved in the creation of videos and resources for children. It is therefore important that work is shared with other members of the year group team as a way of eliminating these errors. Individual teachers remain responsible for the content posted to their Google Classroom.

6. Weekly Zoom call in small groups

- 6.1 Children will continue to have small group contact with their named class teacher on Zoom. This will be in addition to the daily morning briefing.

6.2 These calls will be in groups with a maximum of 6 children.

6.3 The purpose of these calls is to:

- Allow children to continue building a relationship with their teaching team;
- Allow children the opportunity to stay in contact with their peers;
- Ask questions around the home learning;

6.4 Although the primary focus of these calls will remain well-being, we have asked teaching teams to also use these calls to focus on elements of the virtual learning. It is likely that this will be focused around a curriculum area, such as guided reading.

6.5 Two staff members will always be present on the group Zoom calls for Safeguarding purposes.

6.6 Absence from these Zoom calls will be followed up by the child's class teacher.

7. Data protection

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

- Use Arbor to email or gain access to contact details;
- Ensure they log out of Arbor when finished using it;
- Use a secured laptop to access the school server;
- Only use Iqflmail to contact parents/carers.
- Ensure that they **do not**: print, note down or store any data (including names, phone numbers or email addresses);

8. Safeguarding

8.1 During a partial school close, our Safeguarding Policy will continue to be implemented.

8.2 Our Safeguarding Policy (and any adaptation for school closure) can be found on the school website.

9. Appendix 1:



Date Set:

10 day isolation home learning plan

Child's name:

Year group:

Absence day	Reading	Writing	Maths
Day 1		To be populated with links from Oak National Academy/Bug Club etc.	
Day 2			
Day 3			
Day 4			
Day 5			
Day 6			
Day 7			
Day 8			
Day 9			
Day 10			

10. Appendix 2: Home Learning Timetable – Key Stage 1 and Key Stage 2

	Briefing	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Conclusion
Recommended time	9-9:20am	9:30-10:30am	10:45-11:45am	12-12:30pm	1:15-2pm	2:15-3pm	3-3:15pm
Monday	Daily Zoom Briefing	Maths	English	Guided Reading	Religious Education	Physical Education	Daily Zoom Debrief
Tuesday		Maths	English	Guided Reading	Humanities		
Wednesday		Maths	English	Guided Reading	PSHE	Art/DT	
Thursday		Maths	English	Guided Reading	Science		
Friday		Maths	English	Guided Reading	Computing	Music	

11. Appendix 3: Home Learning Timetable - Reception

Home Learning Timetable: Reception

	Briefing	Activity 1	Activity 2	Activity 3	Activity 4	Debriefing
Monday	9am Daily Zoom Briefing	Phonics	Maths	Topic	P.E	2:45 Bi-weekly Debriefing
Tuesday		Phonics	Maths	Topic	Music	
Wednesday		Phonics	Maths	Topic	Science	
Thursday		Phonics	Maths	Topic	French	
Friday		Phonics	Maths	Topic	PSHE	2:45 Bi-weekly Debriefing