



**Shrivvenham**  
Church of England Primary School

All things are possible for one who believes

# Remote Learning Policy

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## *Mission*

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We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

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## *Vision*

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Each member of our school family will be given every possible opportunity to develop their abilities, confidence and resilience, to flourish and fulfil their unique potential, to work well together and to positively contribute to the wider community.

*'All things are possible for one who believes' (Mark 9:23)*

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## *Values*

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### **LOVE**

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

**We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.**

### **HOPE**

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

**In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.**

### **COURAGE**

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

**At our school, we have courage to stand by our beliefs and are committed to what is right and true.**

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## *Curriculum Intent*

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At Shrivenham CE Primary School we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world.

Every child at Shrivenham is recognised and valued as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and making connections. We constantly provide opportunities for the children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding (including British Values) alongside physical development, well-being and mental health. The school provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.

The school's curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. Community interaction is an essential part of our curriculum and values the chance to involve and be involved. Children are given a wide range of opportunities to take an active role in events throughout the year including sporting and artistic activities. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, learn from mistakes, self-evaluate, make connections and become lifelong learners

**'All things are possible for one who believes'**

## AIMS

This remote learning policy for staff aims 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

## ROLES AND RESPONSIBILITIES

### Teachers

When providing remote learning to a whole class, teachers must be available between 8.30am and 3pm.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure - contact the Headteacher by 7.00am.

When providing remote learning, teachers are responsible for:

- Setting work for individual children who are in self-isolation:
  - Day 1 of isolation: If children are sent home from school with symptoms or they have tested positive for COVID19, they will be directed to the school website where a set of work will be available if they are well enough to complete it. This will be unrelated to the work they are completing in school, but will be full of challenge and consolidation activities for the child.
  - Day 2 of isolation: Work will be provided on Google Classroom by 8.45am. There will be a timetable for the week with instructions on what work to complete each day. This will include:
    - Maths (Powerpoint and related tasks from previous day)
    - Reading (Guided reading powerpoint or e-book from previous day)
    - Phonics (YR-Y3 links to Twinkl Phonics or lesson powerpoint from previous day)
    - English (Powerpoint from the previous days lesson and activities)
    - one afternoon lesson per day (Oak Academy or Powerpoint)
  - All work will be uploaded to Google Classroom and children will be expected to engage and send their work back to their teacher through Google Classroom
- Setting work for class closure
  - Day 1 of isolation: A pack of work will be uploaded onto Google Classroom for the children to access for the first two days. This will be unrelated to the work they were completing in school, but will be full of challenge and consolidation activities for the child.
  - Day 2 onwards: All teachers (Y1-6) will offer 'live' core lessons for their classes following the agreed timetable in appendix 1 which meets the DfE minimum requirements of 3 hours for KS1 and 4 hours for KS2.
  - Each morning the children (Y1-6) will have a short introduction video that will set out the expectations for the day.
  - Lessons (Y1-6) will include:
    - Live Maths with a task to complete
    - Live English with a task to complete
    - Live phonics (Y1-Y3)
    - Guided Reading Powerpoint (Y3-6) / Reading task (Y1/2)
    - Live story time
    - One afternoon lesson per day - Powerpoint

Teachers will provide some small group 'meet' sessions each afternoon for children to ask questions and get support with their learning

- EYFS children will also be supported through Google Classrooms. They will have access to :
  - A pre-recorded phonics session and short task
  - A pre-recorded mini maths session and short task
  - 2 tasks linked with the topic of the term
  - Live story time
  - 1:1 / small group session with the teacher each day to go over some phonics/maths
- All children will be expected to send work back to the teacher using Google Classrooms so they can have feedback.
- If families do not have access to the work online, they will be offered a loaned device, paper packs or workbooks.

#### ➤ Providing feedback on work:

- Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.
- Pupils will upload their completed work to Google Classroom - if they (or their parents) are unable to do this, they will take a photograph and email to the class teacher or submit their paper work into school.
- Where appropriate, teachers will feed back through Google Classroom with either individual comments or whole class feedback. Teachers may also address misconceptions through their teaching sessions, small group sessions or otherwise following our feedback policy.

#### ➤ Keeping in touch with pupils (and their parents) who aren't in school:

- Self-isolation - teachers will communicate and give feedback through Google Classroom when children upload work from each lesson.
- Whole class closure - there will be a welcome message on Google Classroom by 8.45am each morning, live lessons and small group sessions each afternoon. Registers will be taken for each session.
- If children do not have access to a device, the teacher will make a phone call home or send an email to the parents on a weekly basis. Teachers will provide print out of work when required.
- Teachers will not answer emails or questions on Google Classrooms outside of the 8.30am - 3pm window.
- Children are expected to engage with their teachers and complete work at home.
- If a teacher has not had contact from a child in their class for 3-5 days, a will call home or send an email to offer support and check the child is well and coping with the work. If no contact is made and there is still no contact from the family/child after 8 school days, a home visit will be made. If the family cannot be contacted for more than 10 days, the EWO will be informed.
- If a teacher has any safeguarding concerns related to a child, they must complete a cause for concerns incident on CPOMS.
- If children do not act appropriately during online sessions, a phone call home to the parents will be made.

#### ➤ Attending virtual meetings with staff, parents and pupils

##### Staff will:

- Use Google Classrooms 'Meeting' function and ensure they have the highest security settings in place.
- Record all sessions and save the file on Sharepoint. This is to ensure we meet safeguarding regulations. This will not be used for any other purpose.
- Ensure two staff members attend the 'live' lessons where it can't be recorded
- Be in a quiet room where there will be no disturbances or other people in view of the camera

- Display a blank background
- Wear appropriate clothing - no pyjamas!

### Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.30am - 3pm.

If they're unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure - contact the Headteacher by 7:00am.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
  - Children who they have been working 1:1 with
  - Children with SEND
  - Children who need support with emotional wellbeing
- Teaching Assistants will support these children through Google Classroom or phone calls home to chat about their day and answer any questions.
- Teaching Assistants (not covering in school) will be available throughout the day to support teachers during live lessons where required
- Attending virtual meetings with teachers, parents and pupils:

Staff will:

- Use Google Classrooms 'Meeting' function and ensure they have the highest security settings in place.
- Record all sessions and save the file on Sharepoint. This is to ensure we meet safeguarding regulations. This will not be used for any other purpose.
- Ensure two staff members attend the 'live' lessons
- Be in a quiet room where there will be no disturbances or other people in view of the camera
- Display a blank background
- Wear appropriate clothing - no pyjamas!

### Subject Leaders

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working 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
- Monitoring the remote work set by teachers in their subject - reviewing the work and feeding back to the teachers.
- Alerting teachers to resources they can use to teach their subject remotely

### Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school - this will be the responsibility of the Headteacher.
- Monitoring the effectiveness of remote learning - This will be done through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents

- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### SENDCO

The SENDCo is responsible for:

- › Ensuring all children on the SEN register are monitored and able to achieve when learning remotely.
- › Ensuring all children with an EHCP have an up to date risk assessment in place when remote learning.
- › Making regular contact with these families to offer further support.
- › Ensuring all Pupil Profiles are achievable for children working from home and that targets can be met - adapting where necessary.
- › Liaising with the TA team to offer further wellbeing and support for pupils at home.

### Designated Safeguarding Lead

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS.

In the unlikely event that a member of staff cannot access CPOMS, they should email the Designated Safeguarding Lead and the Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should continue to follow our normal procedures and alert the headteacher immediately. The headteacher will follow normal allegation management procedures as detailed in Keeping Children Safe in Education and liaise with Oxfordshire's Local Authority Designated Officer; Alison Beasley, as details in our main policy. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Steve Jenkins.

### IT Staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Helping staff with any technical issues they're experiencing
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Preparing laptops to be loaned to pupils if required.

### Parents and Children

Staff can expect pupils learning remotely to:

- › Be contactable during the school day - although we do not always expect them to be in front of a device the entire time - we may choose to call them in the school day, or send a message via Google Classroom.
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they're not able to complete work
- › Use Google Classroom in the first instance to contact their teachers for support.

- › Engage in live sessions where possible and follow the online agreement (appendix 2).

Staff can expect parents with children learning remotely to:

- › Make the school aware if their child is sick or otherwise can't complete work by contacting the school office on [office@shr.faringdonlearningtrust.org](mailto:office@shr.faringdonlearningtrust.org)
- › Seek help from the school if they need it - Send an email to the teacher (via the office) in the first instance.
- › Ensure their children are completing the work to the best of their ability.
- › Inform school if they need the resources printed to enable their child to complete the work successfully.
- › If children are joining in live lessons, ensure they follow the online agreement - this is not a time for parents to talk with the class teacher.
- › If children need resources printed - it is the responsibility of the parent to arrange someone to take this pack to their house whilst they are self-isolating.
- › Be respectful when making any complaints or concerns known to staff

Governing Body

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

ONLINE SAFETY

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Shrivenham CE Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to the agreed length of time
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Shrivenham CE Primary School to communicate with pupils
- Staff should record the length, time, date and attendance of any sessions held.

All staff at Shrivenham CE Primary School will be reminded of the following policies:

- Staff code of conduct
- Acceptable users' policy
- E-Safety Policy
- Home/School Online Agreement

## DATA PROTECTION

### Accessing personal data

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

- Access information through their SCOMIS accounts securely.
- Staff can access data through their school ipad or laptops.

### Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

### 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)
- Storing sensitive data on Sharepoint and not using USBs or external hard drives
- 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 should be read alongside the:

- 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
- E-safety policy

## APPENDIX 1

### Individual class closure - Google Classroom Overview

#### Year R

- Daily pre-recorded phonics videos by teacher
- Daily mini maths tasks pre-recorded by teacher
- 2 tasks per day linked with topic
- Daily live story session
- 1:1 sessions for target children/small groups daily with teacher / TA

Teachers to arrange mini sessions with each child a few times a week to go through phonics and mini maths tasks

#### Year 1/2

- Registration 8.30am
- Live phonics session (20 mins) with activity sheet to do at home
- Live maths session (20mins) with activity sheet to do at home
- Live English session (20mins) with activity to do at home
- Afternoon work uploaded onto Google Classroom as powerpoint/pre-recorded video/links (1 subject per day)
- Live story time
- Afternoon sessions for small groups / individuals

#### Year 3-6

- Registration 8.30am
- EMW arithmetic sheet on website and spelling practise
- Live maths lesson (30 mins) plus task to complete at home
- Live guided reading lesson (20 mins) plus task at home
- Live English lesson (30 mins) plus task to complete at home
- Afternoon work uploaded onto Google Classroom as powerpoint/pre-recorded video/links (1 subject per day)
- Live story time
- Afternoon sessions for small groups / individuals

Children will be offered a short session with the teacher in the afternoon to go over any work from the morning if required. This will be arranged through a timetable on the Google Classrooms calendar.

All work to be submitted onto google classroom for feedback (photos/written work) where possible.

## APPENDIX 2

### Whole School Closure - Google Classroom Overview

#### Year R

- Daily pre-recorded phonics videos by teacher
- Daily mini maths tasks pre-recorded by teacher
- 2 tasks per day linked with topic
- 12 noon Daily live story session
- 1:1 sessions for target children/small groups daily with teacher / TA

Teachers to arrange mini sessions with each child a few times a week to go through phonics and mini maths tasks

#### Year 1/2

- Class watch video to introduce day before 9am
- 9am Live phonics session (20 mins) with activity sheet to do at home
- 10am Live maths session (20mins) with activity sheet to do at home
- 11am Live English session (20mins) with activity to do at home
- 12.30pm Live Story session
- Afternoon work uploaded onto Google Classroom as powerpoint/pre-recorded video/links (1 subject per day)
- Afternoon sessions for small groups / individuals

#### Year 3/4

- Class watch video to introduce day before 9am
- 9am EMW arithmetic sheet on website and spelling practise
- 9.30am Live maths lesson (30 mins) plus task to complete at home
- 10.30am Live guided reading lesson (20 mins) plus task at home
- 11.30am Live English lesson (30 mins) plus task to complete at home
- 1pm Live story time
- Afternoon work uploaded onto Google Classroom as powerpoint/pre-recorded video/links (1 subject per day)
- Afternoon sessions for small groups / individuals

#### Y5/6

- Class watch video to introduce day before 8.45am
- 8.45am Live English lesson (30 mins) plus task to complete at home
- 10am Live Maths lesson (30 mins) plus task to complete at home
- 11am Live guided reading session (20 mins) plus task to complete at home
- 12pm arithmetic sheet and spelling practise
- Afternoon work uploaded onto Google Classroom as powerpoint/pre-recorded video/links (1 subject per day)
- 2pm Live Story time
- Afternoon sessions for small groups / individuals

Children will be offered a short session with the teacher in the afternoon to go over any work from the morning if required. This will be arranged through a timetable on the Google Classrooms calendar.

All work to be submitted onto google classroom for feedback (photos/written work) where possible.

### APPENDIX 3

#### SHRIVENHAM CE PRIMARY - VIRTUAL LEARNING AGREEMENT

##### Staff will:

- Create a private meeting which will have highest security settings in place.
- Record all sessions and save the file on our secure network. This is to ensure we meet safeguarding regulations. This will not be used for any other purpose.
- Ensure two staff members attend the live lessons
- Be in a quiet room where there will be no disturbances or other people in view of the camera
- Display a blank background
- Wear appropriate clothing - no pyjamas!

##### Parents will:

Ensure the children understand the rules before joining the sessions

Log into the meeting for the children and be available nearby during the session

Set the screen so that their child is against a wall and no-one else can be seen by the camera

Ensure the children are dressed appropriately (not in pyjamas etc)

Ensure that no background noise can be heard (other children or adults)

Not join in the meeting - this session is for the staff and children. Any questions should be sent through email.

Not record or take photos of the session (using phones or the record function on the app) or allow the children to do so

Not share login details of the sessions with anyone else

##### Children will:

