

Sudell Primary School

Home Learning Procedure



Approved by:

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1) Aims

This remote learning policy 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

2) Roles and responsibilities

Teachers

- When providing remote learning, teachers must be available between the hours of 8:30am – 3.30pm
- If teachers are 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-please see the staff absence policy.

Teachers will provide remote learning in the following circumstances:

- When an individual child is isolating
- When a class closes
- When the whole school is subject to closure because of national Covid 19 restrictions

Children who are isolating

Child Isolating Protocols to be follow.

The child who is isolating will have the opportunity to remotely join the lesson that their class is having in school using Microsoft Teams. The class teacher will schedule these meetings and the school office will be responsible for sharing the log on details and times with the parents and carers of the isolating child. In extremely rare circumstances where it may not be possible for the school to offer live lesson for the child to dial in remotely, such as an in school assessment week, additional online learning will be shared via The National Oak Academy website.

Where needed, paper learning packs will be provided for children who are self-isolating and awaiting a test result. Learning packs will be available for the household when school receives confirmation of the isolation period. Delivery and/or collection will be discussed with the family.

Teaching Staff Who Are Isolating

Teaching Staff Isolating Protocols to be follow.

Where a member of teaching staff is self isolating, but well enough to work from home, the normal class timetable will be followed. The class teacher will teach remotely through Microsoft Teams. The class teacher will set up the Teams session for each lesson of the day, according to the timetable and David May (Vice Principal) and other members of the SLT (if needed) will support with the logging on in school. The class teacher will be present for at least the first half an hour of the lesson and will provide work for the children to do in school. For the remaining time, that the class teacher is not 'live teaching', the time will be spent preparing work and guidance notes for the next day for the member of staff covering these lessons.

All work and an outline of the day, must be emailed through to the covering member of staff and SLT by 4:30 pm the day before the period of cover. Detail should be added to the school's electronic diary.

When a class closes

If there is a Covid 19 outbreak (as advised by BwD Public Health staff), which then results in a whole class isolation period, teachers will move to an online learning approach through Microsoft Teams and Class Dojo.

- Children will log on to Class Dojo each day. Log on codes will be text to the family of the isolating children. This code lasts for 48 hours. Codes will be sent at 8:30 am every other day of the isolation period by the office staff
- Activities must ensure continuity for children whilst they are away from school Teachers may wish to use nationally recognised platforms such as Oak Academy or BBC Bitesize. However, all learning must tie in with current planning at that stage in the academic year
- All remote learning will be broad, balanced reflecting our high expectations for our pupils at all times
- The amount of work set will provide learning between the hours of 9:00 am and 3:00 pm. This is in line with the DfE requirement for online learning
- Differentiation of activities and questions will be considered but it may be by outcome using Class Dojo and our online learning platforms such as Century.
- Staff will follow the remote Marking and Feedback Policy

School Closure

If the school is closed due to national Covid restrictions all children will move to remote learning

- Children will log onto their Class Dojo learning platform to access their timetable for the day and any work set by their class teacher. This will be live on the Class Dojo platform by 8:30 am on each day of the closure period

- Where possible, teachers will provide an online version of the curriculum that would have been taught in class. This will be broad and balanced with consideration to the learning needs of the different ability groups
- The amount of work set will provide learning between the hours of 9:00 am and 3:00 pm. This is in line with the DfE requirement for online learning
- Teachers will be on hand throughout the day to offer support via phone calls and Microsoft Teams where needed and deemed appropriate by the Principal
- The timetable of work set by the teacher will be a suggested timetable to allow families to support with their child's learning in a flexible and family friendly way.
- A member of school staff, e.g., the class teacher, teaching assistant, Home School Liaison Officer, office staff will also make regular phone calls home to discuss the work with each child and support with any issues. Supplementary phone calls will be made when deemed appropriate by the Principal or Vice Principal
- Any support given to families will be recorded using CPOMS using the correct categories, e.g. Lockdown Three, Remote Learning
- Class Dojo, TT Rock Stars and Century show engagement and progress of pupils and is monitored regularly by the teacher
- If technical support is needed with hardware loaned from the school IT Services will be available by phone to support. If needed, IT will be able to dial in remotely to offer support
- Children of critical workers and vulnerable children will complete the work set by their class teacher each day. This will be carried out in school. All key worker and vulnerable pupils have been offered a school place on a full-time basis. If they do not attend school, the work must be carried out remotely
- All children in school will access the live lessons for their class
- Staff will follow the remote Marking and Feedback Policy

Remote Learning Spreadsheet-Log of Attendance in Live Sessions

- Whenever a child is unable to attend school, teachers and/or teaching assistants must complete the Remote Learning Spreadsheet Attendance in Live Sessions document by 4.00pm each day
- If a child has not engaged in live sessions, contact will be made with parents/carers by a member of Sudell staff. This will be recorded with any relevant notes on the Remote Learning Spreadsheet Attendance in Live Sessions document.
- The Remote Learning Spreadsheet Attendance in Live Sessions document will be logged by the class teacher/support teacher running the live session. The school office team, supported by the Home School Liaison Officer will use this information to make daily phone calls home, where appropriate, to offer support to families in engaging with online learning through Microsoft Teams
- Review of the Remote Learning Spreadsheet Attendance document will be a standing agenda item at the school's weekly SLT meeting for the duration of the school closure period
- Review of the Remote Learning Spreadsheet Attendance document will be a standing agenda item at the school's weekly Personal Development Behaviour and Attitudes (PDBA) meeting for the duration of the school closure period
- If a child continues to partially complete their remote learning, contact will be made with parents/carers by Sudell staff. This will be recorded with any relevant notes on the Remote Learning Spreadsheet Attendance document. A home visit will be also organised to see and speak to the family in person
- The Remote Learning Spreadsheet Attendance document is an essential tool that will provide a daily overview of engagement levels of children that can be scrutinised and actioned to ensure high levels of participation
- The Remote Learning Spreadsheet Attendance document will be used to inform the data collection sheet required by the Local Authority, DFE (DFE Returns) and Aldridge Education Multi Academy Trust.

Providing feedback on work

- Staff will monitor and view all work that is completed through Class Dojo
- All teachers will have designated time through each day of the school closure period to look through and offer feedback on work submitted by children. The main platform for doing this will be Class Dojo
- Online Platforms such as Century and Times Tables Rock Stars will automatically mark work and offer feedback. Teachers are actively encouraged to use these platforms to ensure feedback is instant and workload supported
- Teachers may wish to collectively mark work and offer class feedback which may detail common misconceptions and areas of strength
- Where children are engaging with live lessons through Microsoft Teams, but are not regularly submitting and responding to work set by their class teacher Sudell staff will be responsible for supporting child and families with fully engaging with the submittal of work
- When the period of home learning is over, no further marking will be required online
- For class and Whole School Closure, the remote Marking and Feedback Policy should be followed

Recording/Logging Work submitted on Class Dojo

- Teachers will monitor the work that is submitted each day on Class Dojo for Maths and English (in line with the live daily lessons the school is delivering). This will be a colour coded R/G document-Dojo Work Review Spreadsheet.
- Teachers will work with daily to review this document daily and call or text parents and carers each day where needed
- The purpose of these calls and texts will be primarily to let families know if work has not been submitted on Class Dojo and to offer support where needed

Communication

- Throughout the school closure period, the school office remains the primary point of contact for parents and carers wishing to discuss any asking of remote learning.
- Teachers will post all timetables and work to Class Dojo by 8:30 am on the morning of the period of isolation or school closure. This will be monitored by SLT.
- Communication through any form of online media must be strictly academically based. If parents wish to discuss anything else, they must contact the school office following the usual procedure
- If a safeguarding concern is raised through our communications with families, this must be updated on CPOMS immediately as per usual procedures
- Parents/Carers have signed an IT Home/School Agreement when they collected a school device. If teachers find that this agreement has been breached, it must be reported to the Vice Principal for follow up

Attending virtual meetings with staff, parents and pupils

- Teachers must follow the school's dress code when representing the school
- Virtual meetings may take place on the school premises or at the teacher's home. A quiet room with a neutral background should be chosen
- Any calls made out of school have to be agreed by the Principal prior to the call being made

Teaching Assistants

- When assisting with remote learning, teaching assistants must be available during their contracted hours
- If a teaching assistant is 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 (see staff absence policy)
- If a teaching assistant is in isolation, work can be agreed with the Principal to be carried out at home

Attending virtual meetings with teachers, parents and pupils

- Teaching Assistants must follow the school's dress code when representing the school

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
- Alerting teachers to resources they can use to teach their subject remotely
- Adapting the remaining curriculum planning in light of any changes made

Senior Leadership Team

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – regular meetings with teachers and subject leaders, reviewing work set
- Feedback from pupils and parents as appropriate
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL team is responsible for:

- Ensuring all safeguarding concerns involving remote learning are investigated and the appropriate action taken
- Ensuring that all safeguarding concerns and lockdown support for families is logged accurately and in appropriately detailed ways on CPOMS

Home School Liaison Officer (HSLO)

The HSLO is responsible for:

- Making daily calls to all children with a Social Worker
- Checking daily on the live lesson engagement spreadsheet and call those families daily on the designated vulnerable list who are not engaging with live lessons
- Following up any safeguarding concerns, speaking to parents and liaising with outside agencies such as Social Workers/School Nurses etc where necessary
- Call parents whose vulnerable children were expected in school that day and didn't arrive
- Organise and attend Virtual CAF, CiN and CP meetings as required
- Support parents with benefits and Free School Meals etc
- Updating social media with any relevant resources and information that will support the well being of families
- Weekly phone calls to check in with any children accessing alternative provision at any point during a national lockdown period

Remote Learning Lead

The Remote Learning Lead is responsible for:

- Co-ordinating the school's home learning approach
- Supporting families with accessing virtual platforms such as Microsoft Teams and Class Dojo
- Liaising with class teachers about support needed/support given for families
- Liaising with the Principal/SLT about support needed/support given for families
- Liaising with the HSLO about support needed/support given for families
- Supporting the office team in updating social media with any relevant resources that will support families with accessing online learning

School Office Team

The School Office Team are responsible for:

- Managing and maintaining the register of attendance systems for children in school
- Checking daily the school Live Lesson Attendance Spreadsheet and calling families who have not accessed live lessons. This will be done in line with the priority rating system on the spreadsheet. The office team will, for example, not call vulnerable families-this will be done by the HSLO
- Logging any support given on CPOMS
- Updating social media with any relevant resources that will support families with accessing online learning

IT support via IT Services

IT support are responsible for:

- Assisting in fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Assisting in the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices
- Ensuring that the IT infrastructure *within* the school is functioning effectively to allow teachers in school to deliver live lessons effectively
- Ensuring that the IT infrastructure *within* the school is functioning effectively to allow children in school to access live lessons effectively

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Contact the school if they needed any support. This support should primarily be through the school office
- Alert teachers if they're not able to complete work
- Be dressed appropriately during live lessons. Children are not expected to wear school uniform

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 when making any concerns known to staff

Local Governing Committee (LGC)

The LGC 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

3) Who to contact

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

- Issues in setting work –the relevant subject lead or SENDCo
- Issues with Class Dojo –Vice Principal
- Issues with behaviour – Senior Leadership Team

- Issues with IT – email IT, ensuring that SLT are cc into all emails.
- Issues with their own workload or wellbeing – contact Mrs Lewis (Principal)
- Concerns about data protection- contact Mrs Sedgwick (PA to Principal/GDPR lead)
- Concerns about safeguarding – talk to any member of the DSL team

4) Data protection

4.1 Accessing personal data

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

- Ensure they use a school-based device
- Close down all programmes that contain sensitive information when not in use
- Never leave a laptop unattended

Processing Personal Data, GDPR

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)
- 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
- Not deleting any antivirus and anti-spyware software installed by ITDS
- Liaising with ITDS to keep operating systems up to date – always install the latest updates

5) Safeguarding

DSLs are acutely aware of the heightened safeguarding needs of our pupils during the pandemic. However, it is a joint staff responsibility to ensure all colleagues remain vigilant to safeguarding at all times. In light of our revised approach to remote learning, staff have been briefed on procedures and protocols to follow if any disclosures or concerns arise whilst children are engaging in learning remotely online.

COVID – 19 Addendum (additional information)

The DfE has published updated guidance on the full return to schools from September 2020 and can be accessed at: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#contents>

This guidance outlines that as schools return to full operation, the following needs to be considered in relation to the safeguarding of pupils:

School leaders should provide more time to safeguarding leads and deputies to help support staff and pupils;

It is anticipated that during lockdown there may have been unseen and unknown safeguarding issues, and resources maybe required to meet any additional demand;

Communication with school nurses and public health officials should be robust to allow rapid and effective information sharing, response and support.

6) Monitoring arrangements

This policy will be reviewed on a three monthly basis by the Principal and SLT. Following every review, it will be approved by Chair of the LGC

7) 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

8) Devices

If a child is having difficulty accessing their remote learning, school will endeavour to provide them with a suitable device if one is not available to them at home.

9) Paper Copies

In certain circumstances paper copies will be provided for children. This will be taken on a case by case basis and reviewed regularly.

10) Additional Learning Experiences

Throughout any period of national lockdown, the school is fully committed to providing a broad and balanced curriculum to all children, even if they are not physically in school. To ensure that this happens the school will do the following:

- Weekly live music lessons provided by My Navekar from Bolton Music Service
- Weekly brass videos will be uploaded to the class story on Class Dojo-provided by Mr Greenland from Bolton Music Service
- In school sports coaching will continue twice a week for any children attending school during a period of national lockdown provided by UK Sports
- PE lessons videos will be uploaded each week to the class story on Class Dojo. These will be provided by UK Sports

11) Frequently Asked Questions

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

- A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching
- In the first day or two of home learning for whatever reason, most of the learning activities will probably be either hard copy work packs sent home or direction to DfE approved online providers such as Oak National Academy, BBC Bitesize or White Rose Maths
- Communication around these will be on each class specific Dojo page.
- If needed, paper home learning packs will be delivered and logins for online learning will be provided
- If you are struggling with account information for online learning platforms, please contact the school office

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- We teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example;
 - English may be based on short extracts or stories rather than a longer novel or book
 - PE via online resources or pre-recorded sessions which will focus on keeping fit and active rather than for teaching specific skills
 - Science, Art, RE, History and Geography have been adapted to make best of the National Oak Academy and other resources
 - It might be necessary to change a topic for some subjects if the topic doesn't lend itself to home learning

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

- We expect that remote education, which includes remote teaching **and** independent work will take pupils broadly 3 hours in EYFS/KS1 and 4 hours in KS2
- Activities will be timetabled to last between 9:00 am-3:00 pm, but other than live lessons can be accessed at any time during the day

Accessing remote education

How will my child access any online remote education you are providing?

- Live Lessons will be delivered through Microsoft Teams or pre recorded videos via Dojo
- Lesson follow up activities will be set on your child's Class Dojo Portfolio
- Lessons and follow up work will be set using online platforms such as Century and the National Oak Academy
- There will be additional links to DfE approved resources such as BBC Bitesize and The National Oak Academy

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We have a limited number of devices available if parents have no laptop or device to support home learning. Please contact school to discuss whether this is a possibility
- If internet access is a problem for you, please contact the school office and we will endeavour to help
- At the start of a wider period of national lockdown, the school will send, via text, a technology survey to all families. It is vital that this is answered within the time period set out by the school

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

We use a combination of the following approaches to teach pupils remotely:

- Live Lesson delivered through Microsoft Teams
- The National Oak Academy pre recorded lessons
- Follow up lesson work provided through your child's Class Dojo Portfolio
- recorded teaching by DfE approved providers e.g. Oak National Academy lessons
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg Literacy Shed, BBC Bitesize, TT Rock Stars, White Rose,

Engagement

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- School's expectations for pupils' engagement with remote education that your child engages daily with live lessons and the follow up work. This does not have to be in one long session and can be spread across the day or even across the week
- We fully appreciate the difficulty of adults having to do their own work at home while supporting home learning for their children. We aim to make as much material as possible available on demand. School staff, particularly the class teacher are available to discuss any issues you may have and we will do our best to accommodate your needs.
- Class teachers will set out a suggested timetable to help you plan and structure the day however this is flexible depending on your personal circumstances

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- School will check children's engagement with remote education daily. This will be through work posted into the child's portfolio on class Dojo and by monitoring participation in live lessons
- If engagement is a concern parents or carers will be contacted by a member of class staff. If the concern remains a member of SLT or the Home School Liaison Officer will contact the family. If it is not possible to reach the family by phone then a home visit may be made.

How will you assess my child's work and progress?

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. Our approach to feeding back on pupil work is as follows:

- Pupils might receive written feedback on work as it is received via Dojo
- Class teachers will aim to respond as promptly as possible within their working day to any queries raised by yourself. These should in the first instance be made through the school office

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Children may, if appropriate, be directed to join in the learning activities of other classes
- On-going interventions from external providers eg Speech or Occupational Therapy plans may, where possible be shared with home by those therapists and this work can continue at home
- Support from the SENDCo / SLT, as and when needed via phone
- Oak National Academy Specialist content for pupils with SEND covers communication and language, numeracy, creative arts, independent living, occupational, physical and speech and language therapy
- Lessons will be made as accessible as possible and where lessons are practical they will be with easily accessible home resources

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Where possible and appropriate, you will be provided with access to lessons taking place in school through Microsoft Teams
- Where possible children will be directed to DfE approved programmes eg Oak Academy which are in line with the curriculum being taught in school
- Parents can contact the class teacher via the school office as required, however please understand that the class teacher will have a full, in class teaching commitment and may not be able to respond until later in the day

Appendix I

Online Platforms used by the school

- Microsoft Teams
- Class Dojo <https://www.classdojo.com/en-gb/?redirect=true>
- Century Tech <https://www.century.tech/>
- TT Rockstars <https://ttrackstars.com/>
- NumBots <https://play.numbots.com/#/intro>
- National Oak Academy <https://www.thenational.academy/>
- BBC Bitesize <https://www.bbc.co.uk/bitesize>