



**Gateway** Primary School  
*Lifelong love of learning*

# Remote Learning Strategy

## **Introduction: The Department for Education (DfE) Context**

*'Where a class, group or a small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DfE expect schools to immediately offer them access to 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. 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, the DfE 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 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 (if a family is self-isolating, these may need delivering to the child's home)
- 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, the DfE expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in several 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

The DfE 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.

The government have published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for school-age children unable to attend school due to Coronavirus. This is effective from 22<sup>nd</sup> October 2020.

## **Our Aims**

This is an adaptable Remote Learning Strategy which aims to clarify expectations and safeguards for any staff who are required to provide remote working. In-line with advice and guidance from the DfE, classroom work will be planned with remote learning in mind, so that if the occasion arises due to any children required to self-isolate or school closures are implemented, a high-quality remote learning provision that mirrors in-school learning can be easily implemented. Work available might include tasks that can be completed both online and offline and takes into account the class teacher's knowledge of the children's ability - as well as our knowledge that not every child will have access to technology at this time. We also recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake.

## **This Remote Learning Strategy aims to:**

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure pupils unable to attend school remain fully included within the school community
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated into the curriculum, so that it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown

The remote learning strategy is intended for those pupils who are absent due to a lockdown or self-isolation but are otherwise well. If a child is too unwell to attend school, or is absent for other reasons, remote learning resources should not be accessed.

**Remote Learning will be provided using Google Classrooms across the school.** Adaptations will be made for pupils with SEND who need specific provision and for those pupils who are not able to access online learning resources.

## **Roles and Responsibilities**

### Senior Leadership Team

#### **Senior Leaders are responsible for:**

- Ensuring the school has a remote learning strategy which is understood by all staff and parents.
- Ensuring that the school has a consistent and effective learning platform and resources to deliver remote learning.
- Co-ordinating and facilitating staff training using examples of best practice and national guidance.
- Accessing government schemes to provide devices and internet access to pupils where available.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that all pupils including PP and SEND pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity.
- Monitoring feedback from parents regarding remote learning and responding as appropriate.

### Senior Teachers

#### **Senior Teachers are responsible for:**

- Supporting teachers to implement the remote learning approach within their Phase.
- Monitoring the remote learning provision to ensure that it, as much as possible, matches the in-school curriculum provision and is matched to the needs of pupils.
- Monitoring the effectiveness of remote learning, by reviewing the quality of the work completed by pupils within their Phase.
- Taking on responsibility for coordinating the appropriate approach to take, including working with phase groups to plan continuous provision, when the class teacher is unwell and unable to lead remote learning.

### Designated Safeguarding Lead

#### **The DSL is responsible for:**

- Ensuring that all staff follow the school Child Protection and Safeguarding Policy and are aware of the potential safety implications of home learning.  
<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Providing documentation to staff on how to deliver remote education safely, using national guidance.
- Ensuring systems for regular contact with vulnerable children and families are in place when they are self-isolating, liaising with other professionals as required e.g. social workers.
- Working with leaders to ensure that vulnerable pupils can access remote learning.

### Special Educational Need Coordinator (SENCO)

#### **The SENCO is responsible for:**

- Supporting teachers in how to meet the needs of SEND pupils most effectively who are self-isolating.
- Monitoring the provision for pupils with Special Educational Needs.
- Working collaboratively with families, putting in place reasonable adjustments so that pupils with SEND can access remote learning.

## Teachers

**Teachers should plan each week with remote learning in mind, allowing teaching resources to be easily shared with and accessed by pupils who are not able to attend school.**

***When providing remote learning, teachers are responsible for:***

### **Setting Work:**

- Providing access to learning resources for individual pupils who are required to self-isolate which, where possible, mirror those delivered to children in school.
- Setting high-quality work for the class/year groups required to self-isolate or in the event of a local or national lockdown, using recorded content and live meets that can be accessed flexibly by pupils and parents who may be sharing devices.
- Providing a tailored home-learning package for any children in receipt of an EHCP.
- Ensuring that there is a range of work set to include the different areas of learning in EYFS and reading, writing, maths as well as a range of foundation subjects in Key Stage 1 and 2.
- Providing paper copies to identified families, where there is a barrier to accessing online resources.

### **Providing Pupil Feedback:**

- Providing feedback to pupils after they have submitted their work on Google Classroom.  
All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.

### **Keeping in Touch with Pupils who are not in School and their Parents:**

- Agreeing with children/parents when daily 'live' meets will take place to set and review work, where one pupil or a small number of pupils are absent due to self-isolating.
- Communicating with pupils where there is a local/national lock down or a class or year group has to self-isolate through 'live' Google Meets.
  - Live Meets could be offered to support the curriculum content and vary according to phase needs.
  - Live Meets could be offered to support pastoral care and wellbeing, offering a link to the class teacher through a story session, show and tell or assembly type activity.
  - The days and times of Live Meets will vary and notice will be given by teaching staff on Google Classrooms.
  - Live Meets are not compulsory and consent is given to recording the session when joining.
- Checking Class Dojo for communication from parents, responding within 72 hours.

Any concerns teachers have during contact with pupils and parents should be recorded, and a Senior Leader/DSL notified.

## Teaching Assistants

**Teaching assistants are responsible for:**

- Providing support for pupils who are learning remotely, guided by the class teacher. This could include:
  - Contacting identified children and their families to 'check in' with them and offer support
  - Small group directed interventions, for example, phonics, maths, pre-teaching
  - Providing one to one support remotely for SEND pupils as required.
  - Providing Class Dojo feedback to children for submitted work

## Pastoral Staff

**The Family Support Worker is responsible for:**

- Maintaining contact with vulnerable pupils and families during pupil absences.
- Providing resources for parents to support pupils' well-being.
- Providing one to one nurture support remotely, agreed by SLT.

## Pupils and Parents

**Staff can expect pupils to:**

- Seek help if they need it, from teachers or teaching assistants through Class Dojo. Urgent matters should be communicated via the school office email [office.2254@gateway.oxon.sch.uk](mailto:office.2254@gateway.oxon.sch.uk)

### **Staff can Expect Parents to:**

- Make the school aware if their child is unwell, particularly if the child was due to come into school.
- Make the school aware if there are any changes to the welfare or circumstances of the child or family that the school need to be aware of.
- Support their child to access remote learning and liaise with the school regarding any access issues or questions.
- Be respectful when making any complaints or concerns known to staff.
- Seek help from the school if they need it with regards to work or any other support.

### Governors

#### **Governors at our school are responsible for:**

- Monitoring the school's approach to providing remote learning to ensure the education provided by the school remains as high quality as possible.
- Ensuring that staff are certain that systems are appropriately secure, for both data protection and safeguarding reasons.

### **Protocols for Remote Working**

Keeping pupils and staff safe during remote education is essential.

### Staff Code of Conduct

- The same principles set out in the school's staff handbook (and code of conduct) apply to remote learning.
- 'Live' meets with pupils should take place in school where possible. Where this is not possible, due to a lockdown or teachers isolating, the teacher should inform the Phase Leader of when the 'live' meet will take place.
- Where 'live' meets or lessons are recorded at a location other than school, teachers should use blurred backgrounds or solid colour backgrounds.
- All live meets should be recorded so if any issues arise, videos can be reviewed.
- All live meets should take place through the Google Classroom tool.
- Live lessons should be kept to a reasonable length so families can 'get on' with their day as needed.
- A record of the date, time and attendees of live meets should be kept by teaching staff.
- When communicating online with parents and pupils, teachers should:
  - communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
  - communicate through the school channels approved by the Senior Leadership Team
  - use school email accounts (not personal ones)
  - not share personal information
- When attending professional meetings, staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location and that conversations are in a suitably private area where they cannot be overheard.
- All staff attending meetings virtually should dress appropriately and comfortably, reflecting the Staff Handbook.
- All concerns must be reported to a Senior Leader or DSL.

### Pupils Use of Learning Platforms for Learning Tasks

- When working remotely the same standard of behaviour as expected in school should be demonstrated by pupils.
- Work submission deadlines should be set that allow families to access learning flexibly. Pupils should submit work online once completed.
- Pupils should understand what to do if they have any concerns related to online safety.

### Pupils and Parents Use of Learning Platforms for Live Learning

- Protocols should be agreed in advance by phase teachers to ensure that 'live' meets are effective e.g. microphones off unless speaking, use of hand raising function to ask to contribute to the discussion.
- Pupils should engage in live meets in a communal part of their home, in the presence of a parent/guardian/adult at home.
- By attending a live meet, parents and children are consenting to the session being recorded.
- Parents and pupils consent to their video link being seen by other families and the teacher leading the learning.

- Pupils and parents are in control of their own video and microphone function and can turn off their video or microphone at any time.
- Pupils and parents must use appropriate language and actions at all times.

### Parent Support

School will emphasise the importance of a safe online environment and encourage parents/carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. Where available, the school will help to access an internet device if families are without.

Newsletters will be used to provide support for parents on online safety and how to report any concerns.

## **Data Protection**

### Accessing Personal Data

**When accessing personal data, all staff members will:**

- Ensure that they access data from known sources.
- Where staff need access to personal data they must comply with Data Protection policies and ensure that the data is being accessed in a safe environment and is not being left around to be viewed by people who are not allowed to look at this sensitive data.
- Where possible staff should only access personal data on a school device. Where this is not possible, staff must be extra vigilant about logging out of personal data systems so that these are not accidentally accessed by other parties.

### Sharing Personal Data

- Staff members may need to collect and/or share personal data such as names, dates of birth and email addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions.
- While this may be necessary, 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. Use of Google Drive is our school's recommended cloud-based storage.
- Making sure the device automatically locks if left inactive.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date: always install the latest updates.

## **Safeguarding**

Please refer to our school's Child Protection and Safeguarding Policy. Further DfE Guidance can be found here:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

## **Monitoring Arrangements**

This strategy will be reviewed regularly and will reflect guidance provided by the DfE for Remote Learning.

## **Links with Other Policies**

**This Strategy is linked to our:**

- Child Protection & Safeguarding Policy
- Behaviour Policy
- Data Protection Policy and Privacy Notices
- ICT and Internet Acceptable Use Policy
- Online Safety Policy
- Staff Code of Conduct and Handbook

## Expectations for Remote Learning

**The following strategy will take effect for the following reasons:**

- A child is absent from school due to self-isolation
- Multiple children across a class/phase are absent from school due to self-isolation
- Phase/School closure due to Covid-19

*'Where a class, group or a small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, the DfE expect schools to immediately offer them access to remote education.'*

### Scenario 1:

#### A child or multiple children are absent from one class in a year group due to self-isolation

##### Day 1 of Absence: School Informed by morning registration

- Parent informs the school office of the nature of the pupil's absence and where it is due to self-isolation the expected return to school date, following Public Health guidance.
- Office staff should advise parents that they can access home learning resources on the school website for their first day of absence.
- The school office notifies the class teacher of the pupil's absence and details by 9.30am on the first day of absence.
- The class teacher contacts the pupils' parents at the end of the day to explain how work will be set and procedures for Day 2 onwards.
- Work to be set for child using Google Classrooms for the following days.

##### Preparation for Day 2:

- Class teacher invites identified children to Google Classroom meetings on Day 2 so that children can join a 'live' meet the next day, where work expectations can be explained and reviewed (start and end of the day). EYFS teachers to contact parents by phone again, if required.
- Agree, if needed, appropriate times for when one mid-day check-in can take place on Day 2 and who will do this (teacher/TA)
- Upload resources for remote learning on Day 2 to Google Classroom ready for 9am.

##### Day 2 of Absence onwards

- Directed learning resources and tasks available on Google Classroom by the latest 8.30am.
- Class teacher carries out 'live' meeting with absent children at the start of the school day using Google Classrooms (at the agreed time). This should also include a summary of the lesson(s) set.
- If a new concept is being introduced, an additional meet should be planned to run a short-taught session. Cover to be agreed by Senior Leaders.
- Class teacher or TA undertake mid-day check-in with pupil/parents, if required.
- End of day review 'live' meet with children at agreed time. This should take the form of how the day has gone; how were the activities; and questions or uncertainties?

##### Preparation for Future Days:

- Plan and resource ongoing learning for absent children including which work will be set, and who will run check-ins and times.

## Scenario 2:

### Multiple children across a phase group are absent from school due to self-isolation

- As for **Scenario 1**, but with a 'Phase Group shared approach'.
- Phase group teachers agree who will set work for each subject and how feedback will be given.
- Phase group teachers agree who will lead 'live meets' at the start and end of each day and send invites.
- Phase group teachers review learning from Day 1 together and plan for further days remote learning.

## Scenario 3:

### Class/Phase Group/School closure due to Covid-19

- Communication with parents via ParentHub regarding class/phase/school closures will be led by Senior Leaders who will provide details on how to access Remote Learning.
- Children will access their learning via Google Classroom from Day 1 of closure, where possible.
- Class teachers (coordinated and monitored by Senior Teachers) agree who is planning and preparing resources for each subject/day.
- Resources are uploaded daily to Google Classroom to support phonics, early reading, mathematics and another aspect of learning in EYFS.
- Resources are uploaded to Google Classroom for Key Stage 1 or 2 covering English (Phonics/Reading and Writing), Mathematics and one other subject lesson. In addition, links to web-based applications such as TT Rockstars can also be set via Google Classroom.
- 'Live' Google Classroom meets should take place with the class daily and any pupils not attending on a regular basis reported to the Senior Teacher.
- Recorded content is made available to support explanations and the teaching of subject content and to allow pupils flexibility of access where devices are shared at home.
- Ideally, live teaching of lessons could be run within Google Classrooms. This could take the form of a 10-minute introduction, children then go off to have a go at an activity and then come back together at an agreed time to review the learning of that session in a plenary form.
- Additional workshops/activities could be planned into the day to support specific learning needs. This could involve the class TA across the year group.
- Pupils submit work online and feedback is given.
- Raise any concerns to SLT if you have any concerns about any child. This should include lack of remote learning engagement.

## Scenario 4:

### Class teacher is well, but must work from home due to self-isolation

- Class TA to support as usual in the classroom. It may be necessary to deploy an additional TA to support within the classroom. Depending on the work in class, TAs may be required to lead some aspects of the day e.g. teaching and learning that cannot take place effectively via remote teaching.
- Class teacher to be available for remote-learning and live teaching from 8:45am – 3pm.
- Class register, via Integris by the TA, notifying the teacher or any pupil absences.
- Class teacher to liaise with the SLT about how best to support the TA and work within class (this could be copying correct resources, ensuring a laptop is available and set up in the class).
- Class teachers should introduce each of the key lessons throughout the day; stay online throughout to support learning or return to the lesson at the end to review the children's learning.
- During independent work time, teachers can turn camera/microphone off so that you can hear the class and are available if the children or TA have any questions.
- Daily teacher and pupil resources should be loaded to Google Classroom for the class to allow the TA to access all supporting materials.