



Stoughton Infant and Nursery School

Remote Learning Policy

Agreed by LGB	December 2021
Review frequency	Annual
Next scheduled review date	December 2022

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Statement of Intent

At Stoughton Infant and Nursery School, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing education'

2. Roles and Responsibilities

Our staff will:

Ensure that safeguarding will be our utmost priority and we will do the following:

- Child Protection Online Monitoring System (CPOMS) will continue to be used to communicate and log any safeguarding concerns and this will be monitored regularly throughout each day by the DSLs
- Continue good communication and engagement with external professionals and services
- In addition to using CPOMS, safeguarding will be discussed during weekly staff meetings
- The SENCO will check in with EHCP families 1 x week and feedback to class teachers via CPOMS
- The HSLW to keep in regular contact with Pupil Premium and vulnerable families and continue to provide high quality support. These interactions and support that has been provided will be communicated using CPOMS
- We will be monitoring the level of engagement closely, Tapestry enables us to track this
- We will also monitor the attendance at group zooms and class zooms
- Email and/or telephone calls to see if there is a reason for non-engagement/absence and we will ask what support families need to enable access and improve engagement with remote learning
- If families continue to be disengaged we will make the necessary referrals that we feel is appropriate to safeguard children e.g. to the Inclusion Officer (formerly Education Welfare Officer)

Provide high quality teaching and learning opportunities, even when the children aren't in school and therefore we will do the following:

- Encourage independent learning opportunities that encourage children to think, not to just get to the end of a task
- Vary the styles of introduction to learning. E.g. not always using PowerPoint
- Give any new learning a context, using the best possible resources available
- Link any new learning or knowledge to existing knowledge, to help learning stick
- Model new learning
- Provide scaffolds for learning so the needs of all pupils are met
- Tell the children what they need to do to be successful
- Share what a good one looks like (WAGOLL)
- Provide opportunities to apply their knowledge and demonstrate their knowledge

Our Governing body will:

- Ensure that the school has robust risk management procedures in place.
- Ensure that the school has a business continuity plan in place, where required.
- Evaluate the effectiveness of the school's remote learning arrangements.

Our pupils/students will be expected to:

- Try their best with their home learning and demonstrate our school values of positivity, courage, perseverance, love and nurture
- Ask a grown up for help if they need it
- Join a zoom to see their peers, teacher and teaching assistants

Parents will:

- Encourage children to take part in the learning opportunities offered every day
- Try their best to fit home learning in around work and family commitments
- Liaise with school staff any difficulties or barriers to home learning

3. Remote Learning Expectations:

Families and Small Groups Isolating

Weekly planning overviews and resources will be put on Tapestry for those families who are isolating/awaiting test results to access. Printed versions of these will also be available for collection from the school office.

Daily contact through Tapestry from classroom staff in the form of feedback on observations added by parents and a minimum of one general hello a week this could be in the form of a video, phone call or visit.

Engagement Support Steps

1. Teacher call or email
2. Head call
3. Inclusion officer involvement

Bubble Closure or Lockdown

If there is a period of longer absence from school or a bubble has to close due to a positive case in school, we will introduce more new content that follows our year group overviews and curriculum pathways. These curriculum documents are available on our school website and can be viewed [here](#). Please note that units of work/topics may be switched around if they are more suitable for home learning.

Each week there will be:

Early Years	Key Stage 1
5 x Phonics lessons	5 x Phonics lessons
2x Maths lessons	5x Maths lessons
2x Literacy lessons	5x Literacy lessons
5x Topic lesson	5x Foundation lessons
3x Teacher recorded story	1x Teacher recorded story
4 x Assembly	4 x Assembly
TA to lead group zooms daily with a max of 6 children	TA to lead group zooms daily with a max of 6 children

Teachers to offer 1 x weekly class zoom which will be an opportunity to have a story, share good work, share the class mascots adventures, show a video clip etc	Teachers to offer 1 x weekly class zoom which will be an opportunity to have a story, share good work, share the class mascots adventures, show a video clip etc
TA to share one story time each week.	TA to share one story time each week.
1-1 TAs to make contact with their child twice a week.	1-1 TAs to make contact with their child twice a week.

We are not moving to continuous live lessons, but are more flexible to better suit the learning needs and ages of our children. Every child will have live interaction with their teacher and/or teaching assistant as detailed below in the following section of the plan.

There is an expectation that children are reading every day. Children can read books from home, we will make books available from school and children can use Reading Eggs to support reading development.

Children will also be able to access Purple Mash remotely to reinforce their learning across the curriculum.

For families that have identified that they don't have access or have very limited access to technology in the home to support remote learning we will loan a ChromeBook or an android tablet. For families that have indicated that they don't have wi-fi in their home, we will explore how we can help support this, e.g. prepaid wi-fi dongles.

4. Vulnerable and Key Workers

- During a lockdown we will invite children into school who we feel are vulnerable. E.g. those families with an attached social worker.
- We will follow the government guidance regarding critical workers and offer support and in school places as stipulated in the guidance.

5. Resources

Learning materials

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Tapestry
- Educational websites
- Interactive games
- Reading Eggs
- Purple mash

- Pre-recorded video lessons
- Live Zoom

6. How to access learning opportunities:

- Home learning packs will be on our school website and on Tapestry
- If a bubble is closed or we go into lockdown learning opportunities will be posted daily on Tapestry with an overview being posted at the beginning of the week.

7. Communication

- We will use ParentMail as our main form of communication as this allows us to email, text and ask permissions.
- Links to video messages will be sent using ParentMail and Tapestry.
- Tapestry and Zoom will be used as a communication tool

8. Monitoring and Review

- This policy will be reviewed on an annual basis by the senior management team.
- Any changes to this policy will be communicated to all members of staff and other stakeholders.
- The next scheduled review date for this policy is September 2021.