

Remote Learning Policy

Sutton Veny CofE Primary School

Introduction

During the school closures, in response to the coronavirus (COVID-19) outbreak in the UK, schools had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant period of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again arise during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or the isolation of class bubbles, Sutton Veny has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable the pupils to access high-quality teaching and learning, even when they are unable to attend school. The policy outlines how staff will work to provide remote learning for the children when they are unable to be educated in school.

What is remote education?

There are different definitions out there, but Ofsted published the following on January 11th 2021:

- remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils
- digital remote education: often known as online learning, this is remote learning delivered through digital technologies
- blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video), while practice and tutoring happen in class
- asynchronous education: the lesson material is prepared by the teacher and accessed by the pupil at a later date.

Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented at Sutton Veny School
- to support all pupils in their access to high-quality remote teaching and learning
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety
- to make staff roles and responsibilities clear in relation to remote learning
- to provide a consistent, sustainable and accessible remote learning offer for all
- to declare the software and online platforms used to support remote learning
- to declare how and when Sutton Veny will support the delivery of home learning by loaning digital devices to families.

Remote Learning Strategy

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

- a pupil, groups of pupils, teaching staff or a class bubble are required to self-isolate at home
- in the event of a local area lockdown and subsequent school closure
- in the event of a national lockdown and subsequent school closure.

When individual pupils, or a small number of pupils are required to self-isolate, teaching staff will still be required to teach the children who are in school, unless the entire class bubble must self-isolate. In this instance, class teachers will contact these families directly and provide appropriate learning tasks at home that are in line with the curriculum being delivered in school.

Online Learning Platform

In the event that whole class bubbles are required to self-isolate, or school is required to close due to lockdown restrictions, Sutton Veny School will switch over to our online learning platform through eSchools. Each child will have access to a virtual classroom, which they can access with their own personal login details. This ensures that the learning platform is secure and cannot be accessed by anyone outside of our school community.

Curriculum Planning

Teaching staff will continue to implement the school's planned curriculum for each year group. This ensures the continuity, coverage and progression for the children's education whilst learning from home. Teachers will provide a consistent structure each day. The structure aims to replicate the routines that the children are familiar with when learning in school. The daily and weekly planning will follow the same structure as the school timetable, with maths and English being taught four days a week, from Monday to Thursday, and Fridays being designated for other subject areas. This will ensure the children have access to a broad and balanced curriculum whilst working remotely. A typical day and will consist of four parts:

Project	Content	Approximate Timings
Early morning work and key skills	Reading, spellings, handwriting, quick maths tasks or using study books	30 – 40 minutes
Daily maths lessons (Mon-Thurs)	Full maths lesson, with lesson content and a learning task / activity to complete	1 hour in total
Daily English lesson (Mon-Thurs), <i>Including Letters and Sounds for FS2 and KS1</i>	Full maths lesson, with lesson content and a learning task / activity to complete	1 hour in total
Daily Afternoon Lesson	Science or a Foundation Subject (history, geography, topic, art, PSHE, art, design, RE, French, computing etc.)	1 hour in total

Learning Materials and Lesson Content

Teaching staff will create a project folder for each subject area within the virtual classroom on eSchools. Lesson content for the day will be uploaded within the project folder. Teachers will use a range of different resources, as they do in school, to engage the children and provide a varied learning experience. A typical lesson will have an introduction to provide a context, teaching material and tasks/activities for the children to practise their learning and show their understanding. Careful consideration will be given to screen time. Learning opportunities will encourage being active and promote time away from a screen. Teaching staff are conscious of reducing the need for families to print resources at home when setting work. Appendix 1 contains links to suggested learning resources; these have been provided by the Department for Education (DfE) and the Local Authority.

Video Content and Live Lessons

Teachers will use their professional judgement to select the content for each lesson. This may include pre-recorded existing video content to help explain new concepts, or video content recorded and uploaded securely by the class teacher, via the school's private YouTube account. The DfE has published a recommended list of educational resources for home learning, including curriculum linked content from the Oak National Academy and BBC Bitesize. Any pre-recorded lesson content is strictly for use within our school community and our eSchools platform; under no circumstance should these resources be share via social media.

As recently published by Ofsted (What's working well in remote education, January 11th 2021), live lessons are not always more effective than the asynchronous approach. Sutton Veny will use the asynchronous approach rather than live, online lessons for the following reasons:

- **it allows families flexibility** – every family's circumstance is different. Those families juggling working from home and home schooling can access the content at a time that is convenient for them. For safeguarding reasons, children of primary school age will need an adult sat with them when attending a live lesson, which can add additional pressure on parents.
- **it allows the children to learn at their own pace** – children with special educational needs and those that require support to access the curriculum, will not feel under pressure to keep up with a live lesson. Pre-recorded lesson content can be paused and replayed to suit the needs of the child.
- **it reduces the demand on digital devices** – not all of our families have access to more than one digital device at home. Insisting the children are present for a live lesson may place additional stress and pressure on families.
- **it makes home learning more manageable for families with more than one child** – parents and carers with more than one child would find it challenging to supervise both children during a live lesson.
- **it is more appropriate for safeguarding** – a range of safeguarding measures need to be considered for live lessons. Pre-recorded content reduces the risk to both our families and teaching staff.
- **it is sustainable for teaching staff** – members of staff also have children at home and are balancing delivering a remote education for the children of Sutton Veny, alongside home schooling their own children. Pre-recorded content allows them flexibility in producing lesson content.

Communication and Visibility

Teaching staff, parents and the children will use a range of different strategies to communicate during periods of remote learning. The eSchool's virtual classroom has a messaging function that allows direct communication between teaching staff and the children/parents. Parents also have access to the class email address and staff will make phone contact when required, or requested. Teaching staff will start each day with a good morning, welcome message that explains the expectations for the day and they will sign-off with an end-of-day message. Teaching staff will have access to their class contact details when managing remote learning from home. Class teachers will make regular contact with families of children who are vulnerable, or have an Education Health and Care Plan.

Uploading Work and Providing Feedback

The children and parents can upload work and send it to their class teachers in a variety of different ways. This will allow families the flexibility to do this in the way that suits them best. The options for uploading work are:

- attaching files within an eSchools message
- uploading files to the child's folder within eSchools
- emailing work into the designated class email address

Teaching staff will provide the children with feedback on the work they upload or send via email. It is not possible for teachers to provide detailed feedback on every single piece of work. Therefore, teaching staff will only provide detailed feedback on certain pieces of work although they will acknowledge every piece of work shared with them. The school will provide the children with an exercise book for them to complete their learning tasks in

Our current school systems for rewarding the children for their effort, or the quality of their work, will continue to be used by teaching staff. This will ensure the children receive the recognition, praise and motivation they need to persevere with their remote learning.

Pupil and Parental Engagement

Teaching staff will use a system to track the children's engagement with remote learning. They will make direct contact with the parents of children who are not accessing, or who are not engaged with, the remote learning platform. Class teachers will build positive relationships with families to help them support their child's education. Teachers and teaching assistants will be available to contact families and provide them with guidance and help them prioritise learning tasks if there are time pressures at home.

Supporting pupils with Additional Needs / SEND

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. Class teachers will work closely with these families by communicating directly with the parents and deciding on the best way to support them during periods of remote learning. Curriculum resources and learning tasks will be adapted and tailored to meet the individual needs of the children. Class teachers will communicate regularly with these families to check on their progress and provide further support and guidance.

Access to Digital Devices

If the circumstances arise and the children are required to switch to remote learning, Sutton Veny will ensure that our families have access to a digital device. As a school, we will loan our existing iPads, or laptops, to families who do not have access to a digital device, or require an additional device if they have more than one child. We have a limited number of devices and will allocate them based on the greatest need. The parents and children will sign an acceptable use agreement (see Appendix 4) on collection of the device. The device must be returned when the child resumes in-school education. If there are any concerns about the device loaned, families need to contact school to discuss this; issues may include damage to the device, or the device not working properly. In both instances, school would replace the device to allow families continued access to remote education.

Roles and Responsibilities

Teaching Staff

At Sutton Veny, we expect our teaching staff to support our remote learning offer by:

- planning remote learning in line with the national curriculum for the year group they teach
- following the school's long term curriculum overview
- ensuring daily projects and the lesson content are uploaded by 9.00am for that day
- beginning the day with a welcome message for the class, outline the daily projects and overall expectations for the day
- providing clear explanations that allow the children to understand and take new learning on board
- setting learning tasks and activities that allow the application of new knowledge or skills
- giving clear instructions and expectations about submitting work
- being available between the hours of 9.00am and 4.00pm to respond to messages, emails, queries and make phone calls when necessary
- assessing the children's work and providing appropriate feedback
- keeping a record of engagement and contacting any families where there is no evidence of engagement in remote learning
- communicating when they have a teaching commitment in school and explaining the times they will be available to receive work and respond to any communication
- understanding that families have different circumstances at home and will need flexibility in the way they organise the timetable for remote learning.

Parents and Carers

With children of primary school age, we expect the parents to support their child, or children by:

- helping them to manage the digital technology they need to access our remote learning platform
- encouraging and motivating their child to engage with the resources and complete their work
- supporting the children to be as independent as possible; the age of the children will be a factor in determining this
- supporting their child to submit their work
- asking for support and guidance from class teachers when necessary; for example, asking which projects to prioritise if there are time pressures at home
- adhering to the acceptable use agreement if loaning a digital device from school
- by following the school's e-Safety policy as agreed annually that you signed in the Link Book.

Pupils

When learning remotely we expect the children to:

- try their best with any task or activity
- present their work in the same way they would at school, with a title, date and their best presentation
- try to be independent when completing tasks or activities
- use the remote learning platform (eSchools) sensibly and responsibly, especially when using the messaging or chat functions; communicate politely to other
- enjoy their learning and be proud of their efforts and achievements
- follow the school's eSafety policy as agreed annually that you signed in the Link Book.

Monitoring and Evaluating our Remote Learning Offer

At Sutton Veny School, we will continually monitor and review our remote learning offer. This will ensure that we develop and build on the offer that we have in place and provide the best possible learning experience for the children. To help us evaluate and develop our remote learning offer Sutton Veny School will:

- keep up-to-date with local (Wiltshire Council) and national (DfE and Ofsted) guidance
- share best practice within the teaching team at Sutton Veny
- liaise with other schools and learn from different approaches
- plan in a review of our remote learning offer as part of our weekly staff meeting
- listen to and consider the feedback and views from all stakeholders
- use the DfE's remote learning review framework
- attend headteacher briefings
- access training and development opportunities

Reviewing the Policy

The Remote Learning Policy will be under continuous review during Term 3. The review process will take the views of all stakeholders into account.

Date 20.1.2021

Signed Mr Julian Stapleton (Chair of Governors)

Date for the next review: ongoing at present

Appendices

- 1) Recommended (Local Authority and DfE) links to remote learning resources
- 2) Remote learning guidance for parents/carers
- 3) Remote learning guidance from the LA
- 4) Acceptable use for using school devices

Appendix 1: Recommended (Local Authority and DfE) links to remote learning resources:

General

- Oak National Academy: <https://www.thenational.academy/>
- Oak National Academy – teacher hub: <https://teachers.thenational.academy/>
- BBC Bitesize – lockdown learning: <https://www.bbc.co.uk/bitesize/articles/zvryp4j>

Early Years (Auckland Class)

- CBeebies: <https://www.bbc.co.uk/cbeebies>
- Oxford Owl EBook Library: <https://home.oxfordowl.co.uk/reading/free-ebooks/>
- Collins Big Cat Ebook Library: <https://collins.co.uk/pages/primary-english>
- Phonics Play: <https://www.phonicsplay.co.uk/>
- Phonics iBooks: <https://www.phonicbooks.co.uk/advice-and-resources/interactive-ibooks/>
- Mr Throne does Phonics: <https://www.youtube.com/user/breakthruChris>
- BBC Number Blocks: <https://www.bbc.co.uk/iplayer/group/b08bzfnh>
- White Rose Maths: <https://whiterosemaths.com/>
- First 4 Maths: <http://www.first4maths.co.uk/product/year-eyfs-creative-at-home-free/>
- Nrich Maths: <https://nrich.maths.org/early-years>
- CBeebies Stories: <https://www.bbc.co.uk/cbeebies/stories>
- BBC Alpha Blocks: <https://www.bbc.co.uk/iplayer/episodes/b01cz0p1/alphablocks>
- BBC Nursery Rhymes and Songs: <https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>
- Nature Trust: <https://www.woodlandtrust.org.uk/blog/2020/03/nature-detectives/>
- Talk 4 Writing Booklets: <https://www.talk4writing.com/home-school-units/>

Key Stage One (Brisbane and Canberra Class)

- Phonics Play: <https://www.phonicsplay.co.uk/>
- Oxford Owl EBook Library: <https://home.oxfordowl.co.uk/reading/free-ebooks/>
- Collins Big Cat Ebook Library: <https://collins.co.uk/pages/primary-english>
- Literacy Shed: <https://www.literacyshed.com/home.html>
- Phonics iBooks: <https://www.phonicbooks.co.uk/advice-and-resources/interactive-ibooks/>
- White Rose Maths: <https://whiterosemaths.com/>
- BBC Number Blocks: <https://www.bbc.co.uk/iplayer/group/b08bzfnh>
- BBC Bitesize: <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>
- First 4 Maths: <http://www.first4maths.co.uk/shop/>
- Numbots: <https://numbots.com/covid19support/>
- Nrich Maths: <https://nrich.maths.org/primary>
- Scholastic Resources: <https://resource-bank.scholastic.co.uk/>
- National Trust: <https://www.nationaltrust.org.uk/50-things-to-do>
- Talk 4 Writing Booklets: <https://www.talk4writing.com/home-school-units/>
- National Centre for the Excellence of Teaching Mathematics: <https://www.ncetm.org.uk/in-the-classroom/teaching-maths-through-the-pandemic/primary-video-lessons/>

Key Stage Two (Darwin, Elliston, Geraldton and Nelson Class)

- Times Table Rock Stars: <https://trockstars.com/page/covid19support>
- White Rose Maths: <https://whiterosemaths.com/>
- Literacy Shed: <https://www.literacyshed.com/home.html>
- The Curiosity Shop: <https://www.pobble365.com/>
- Computing/Programming: <https://scratch.mit.edu/>
- Inspiring Images: <https://www.onceuponapicture.co.uk/>
- Outdoor Learning: <https://outdoorclassroomday.com/>
- National Trust: <https://www.nationaltrust.org.uk/50-things-to-do>
- Geography: <https://www.natgeokids.com/uk/>
- Talk 4 Writing Booklets: <https://www.talk4writing.com/home-school-units/>
- Maths Online Assessment Tool: <https://diagnosticquestions.com/Home/Questions>
- National Centre for the Excellence of Teaching Mathematics: <https://www.ncetm.org.uk/in-the-classroom/teaching-maths-through-the-pandemic/primary-video-lessons/>

Appendix 2: Remote learning guidance for parents/carers:



Remote Learning Arrangements

Arrangements for our school to continue to provide an education during this recent national lockdown are as follows:

eSchools Platform

We will switch to a 'Virtual Classroom' via eSchools, managed by the class teacher. Each child will be able to access their virtual classroom with their own individual log on and password.

Accessing Work and Learning Resources

From the Virtual Classroom, the children will be able to access work and learning resources linked to their current learning and send messages to their teacher. The class teacher will be able to send messages to the children. The youngest children will obviously need help to access their work but we hope that the older children will be able to become increasingly independent.

Recording Work

The children can complete their work in the 'Home Learning' exercise books that we have sent home, or on the computer, or by taking a photo/video. We have sent every child home with an exercise book and a pencil. This will enable them to complete any work set, if they have difficulty completing the work on a computer.

Communication and Keeping in Touch

Class teachers will begin each day by messaging the class with a good morning message at 9.00am and explaining the work for the day. The younger children will need support to access this. Class teachers are happy for you to message them during the day and will respond to any questions as efficiently as they can. At the end of the day, the children will receive a goodbye message for the day and class teachers will not respond to any direct messages after this time. They will, however, still be able to access any work sent in via eSchools or email.

Class Name	E-mail Address	Teachers
Auckland	auckland@suttonveny.wilts.sch.uk	Mrs Dale (M-W) Mrs Blair (Th F)
Brisbane	brisbane@suttonveny.wilts.sch.uk	Mrs Stone (M-Th) Mrs Williams (F)
Canberra	canberra@suttonveny.wilts.sch.uk	Miss Gee
Darwin	darwin@suttonveny.wilts.sch.uk	Mrs Boyd (M-Th) Mrs Wolsey (F)
Elliston	elliston@suttonveny.wilts.sch.uk	Mrs Chatwin
Geraldton	geraldton@suttonveny.wilts.sch.uk	Mrs Bell
Nelson	nelson@suttonveny.wilts.sch.uk	Mr Hughes

Uploading Work

To share their work with the teacher, the children (with the help of a parent/carer if needed) can upload it to the Virtual Classroom, using the upload feature. Or they can take a photo and e-mail it to the class e-mail address. **(Please note:** Please continue to use admin@suttonveny.wilts.sch.uk for general school enquiries). Teachers will provide guidance on uploading and sharing work when they message the children each morning.

eSchools Platform

There are two ways to access the Sutton Veny eSchools platform:

- 1) By downloading the parents App: 
- 2) By clicking on the eSchools logo on the homepage of our school website. 
- 3) Once your child has logged in they will need to click on 'My Class' to access their work. Class teachers will set 'projects' for the children to work on and they will make it clear how they want the children to record and share their completed work.

My class

Please do your best to help the children complete their school work so that their learning continues at home.

Appendix 3

Remote learning guidance from the Local Authority:

Remote learning
TOP TEN TIPS
for parents

The government has set out its expectations for schools to provide remote education during this current lockdown to that pupils other than children of critical workers and vulnerable pupils can continue learning at home. These are challenging times for everyone – teachers, parents, carers and pupils. We've set out some helpful advice for parents on what to expect with remote learning and how you can support your child at home.

- 1. MANAGING EXPECTATION**
Schools will have different approaches to remote learning but all schools will be doing their best to provide a range of teaching methods while also still teaching those pupils going into school. Not all remote learning will be face to face, time with their teachers and schools will provide a blended approach that will evolve and develop over time.
- 2. FAMILIARISE YOURSELF WITH SCHOOL POLICIES**
Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.
- 3. IMPLEMENT SAFETY CONTROLS AND PRIVACY RESTRICTIONS ON APPS AND SOFTWARE**
Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.
- 4. MAINTAIN FEEDBACK WITH SCHOOL AND TEACHERS**
Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent and only use official channels to communicate whether that be through the school's online portal or other secure messaging site.
- 5. ENSURE LEARNING DEVICE IS IN A PUBLIC SPACE**
It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and ensure it is an appropriate environment for learning.
- 6. ONLINE BEHAVIOURS**
It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer. Take an active interest, helping and supporting when needed.
- 7. ESTABLISH A DAILY SCHEDULE AND ROUTINES**
Working from home and trying to learn in a more casual setting, that children might associate more with play and a degree of freedom, might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.
- 8. ENCOURAGE SCREEN BREAKS AND PHYSICAL ACTIVITY**
Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will inevitably advise on screen breaks, however it doesn't hurt to keep a check on their time online to ensure there is the opportunity for fresh air and physical exercise.
- 9. NOT ALL REMOTE LEARNING IS ONLINE**
Don't forget that sharing stories, reading, practising number bonds and multiplication facts, handwriting, creative activity and talking to your child about their work will go a long way in continuing their learning outside the classroom.
- 10. MONITOR WELLBEING AND MENTAL HEALTH**
Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends every day might take its toll.

Wiltshire Council

Appendix 4

Acceptable use for using school devices:

Pupil's Responsible Use Agreement for iPad Home Use

- ☺ I will **always** look after the iPad and not damage it in any way.
- ☺ I will ask permission from an adult before using the Internet.
- ☺ I will only visit websites that an adult has said I can go on.
- ☺ I will only send messages to people that my teacher has agreed to.
- ☺ The messages I send and the work I do will be polite and responsible, and not contain anything that might upset someone else.
- ☺ I will always use what I have learned about e-safety to keep myself safe and will tell an adult if something makes me worried or unhappy.
- ☺ I will not change any settings on the iPads other than to set up Wi-Fi with an adult.
- ☺ I will tell an adult if there is something wrong with the iPad and not try to fix it myself.
- ☺ I will only change or delete my own files.

I UNDERSTAND THAT I MUST FOLLOW THESE RULES.

Pupil's signature:

Class:

Parent/Carer's signature:

Date:

iPad Policy for Home Learning



1. The iPad remains the property of Sutton Veny Primary School.
2. The iPad is allocated to a named adult/child and is their responsibility. Please do not lend it to other people.
3. Please only use the iPad for the intended purpose, i.e. for completing your home learning tasks.
4. The device must not be used for general internet use. Please do not use for personal shopping or social networking.
5. After use the iPad is returned to Sutton Veny School.
6. The iPad must not be left in an unattended car. If there is a need to do so it should be locked in the boot.
7. If any removable media is used then it must be checked to ensure it is free from any viruses.
8. Please do not attempt to alter the iPad settings other than to set up a Wi-Fi connection. The iPads should not be synced with any other devices in the household.
9. Please do not download new apps onto the iPad.
10. If any fault occurs with the iPad, it should be referred immediately to the Computing Subject Leader (Mrs Ali Dale) by emailing auckland@suttonveny.wilts.sch.uk
11. The iPad would be covered by normal household insurance.
12. Activity that threatens the integrity of the school is forbidden.
13. Any photos taken on the iPad must be for school use only and should be deleted before returning the iPad to school.
14. Please take great care of the iPads. We would like to be able to offer them to others in good working condition.

Name:

Signature:

Date: