

# DITTON CE JUNIOR SCHOOL

## DRAFT REMOTE LEARNING POLICY

### 2020-2022



**Created:** October 2020 (adapted December 2020)  
**Approved by Governors:** TBC  
**To be reviewed by:** September 2022

---

## 1. Aims

This remote learning policy for staff 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 for remote learning.
- Provide appropriate guidelines for data protection and child protection.

## 2. Roles and responsibilities

It is vitally important to recognise that the school has outlined **Four Strands of Remote Learning** which will require staff, pupils and parents to adopt different approaches for each situation, should they arise. A definition of each strand is given below.

**STRAND 1 – Self-isolating or waiting for test result** – up to 10 days. Work will be uploaded to KidBlog or individual portfolios on Class Dojo. We are not providing work for children who are absent because they are sick, on holiday or too worried to come to school.

**STRAND 2 – Shielding** for a length of time (with medical evidence). Work will be uploaded to KidBlog or individual portfolios on Class Dojo.

**STRAND 3 – Bubble closure**. A combination of work will be provided via the KidBlog, the class Class Dojo page (or for some children to their individual portfolio, if personalised tasks are needed) and zoom. Zoom will be used at least once a day for a face to face check in and input which will vary in content depending on the needs of the class. A clear timetable will be uploaded to the class page by 9am; in some cases, this may be uploaded the day before.

**STRAND 4 – Local Lockdown – whole school closed**. A combination of work will be provided via KidBlog, the class Class Dojo page (or for some children to their individual portfolio, if personalised tasks are needed) and zoom. Zoom will be used at least once a day for a face to face check in and input which will vary in content depending on the needs of the class. This input may be led by a different member of staff. A clear timetable will be uploaded to the class page by 9am; in some cases, this may be uploaded the day before. Key worker and vulnerable children may be allowed (following government guidelines) to still attend school. This experience will mirror the remote learning offer. Children may be supervised by different staff members to their original bubble allocation.

***There is no expectation for children or staff who are too ill to work (rather than self-isolating) to complete or prepare work.***

The Senior Leadership Team are the overriding leads in ensuring that the Remote Learning Policy is implemented fully and reviewed in a timely fashion. Alongside this they will take overall responsibility for the welfare and safety of pupils through their DSL roles.

### 3. Content of remote learning

In Strand 1 and 2 class teachers are required to carry out their full-time teaching responsibilities, as well as support children with remote learning and as a school we need to be mindful and supportive of their workload, hence the reason they will provide no written feedback in Strand 1 cases and weekly feedback in Strand 2.

All remote learning must take place in line with the requirements set out in our Online Safety, Child Protection/Safeguarding, Acceptable Use and Staff Code of Conduct Policies. The school will do its utmost to support staff in delivering effective remote learning opportunities to pupils and will engage proactively with each staff member and recognise their individual circumstances to ensure they have the right support and approach that enables them to effectively deliver remote learning. Staff will recognise that all family situations are unique and to that end so are our pupils' ages and abilities; needs and circumstances, as well as access to online resources either due to lack of hardware or lack of internet access. The school will urge to teaching staff to consider:

- Making it manageable: not overwhelming parents with lots of activities; pages of tasks or things to print, just ask them to do what they can.
  - Remembering parents aren't teachers; so not to set the same activities you'd expect pupils to complete in school – as in most cases they won't have the same level of adult support.
- Adapting your usual timetable and curriculum but keep some routines to help structure the day at home, and so that parents know what to expect (e.g., suggesting that children do English and maths activities in the morning and creative activities in the afternoon).
- Setting work that pupils can do independently, with materials they are likely to have at home: try to set some activities that are not dependent on technology, in case pupils do not have access to devices or to the internet.
- Flexibility: making it clear to parents that work and timetables are "suggested" and that pupils will not be in trouble if work is not completed or handed in on time.
- Your class's context and their needs: if you know there will be many children with siblings and all needing to access online resources this can be unmanageable.

### 4. Parents are asked to follow the elements outlined below:

	STRAND 1	STRAND 2	STRAND 3	STRAND 4
<b>Reason for strand allocation:</b>	Self-isolating or waiting for test result – up to 10 days.	Shielding for a length of time.	Full bubble closure	Lockdown
<b>Parents/carers will:</b>	Parents to contact the class teacher via year group email or Class Dojo to request work.	Parents to contact the class teacher via year group email or Class Dojo to request work.	Support their child to access the work set, encourage them to follow a clear structure to the day that works with their own family set up. Contact the school if they need alternatives to accessing work e.g., collecting pre-printed work.	
<b>Teachers will:</b>	Daily work will be uploaded to KidBlog or the child's individual Class Dojo portfolio ideally by 9am each day. This may be later	Daily work will be uploaded to KidBlog or the child's individual Class Dojo portfolio ideally by 9am each day. This may be later	Set and post work of the day by 9am on KidBlog or the Class Dojo page with a suggested timetable. Some individual work may need to be uploaded to individual portfolios. Feedback given to work- this may be an acknowledgement or	

	<p>on the first day of request.</p> <p>Teachers will not be available in the day as they will be teaching in school. They will check the year group emails message function on Class Dojo at the end of the day. Urgent enquiries will need to be made via the office.</p>	<p>on the first day of request.</p> <p>Weekly feedback given (minimum).</p> <p>Teachers will not be available in the day as they will be teaching in school. They will check the year group emails and message function on Class Dojo at the end of the day. Urgent enquiries will need to be made via the office.</p>	<p>comment. It may be more appropriate to give some feedback to the whole class during their live sessions on zoom or in a whole class post.</p> <p>Invite pupils to at least one live session each day- these may be whole class or small groups.</p> <p>Teachers will be available between 9am- 3.30pm. Please be mindful that they may well also be expected to supervise key workers or their own children.</p>
<b>Pupils will:</b>	Complete work set and upload to KidBlog or their individual portfolio on Class Dojo.	Complete work set and upload to KidBlog or their individual portfolio on Class Dojo.	Complete work and upload to KidBlog or their Class Dojo portfolio. Attend live sessions following the agreed AUP.
<b>Possible online platforms</b>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Class Dojo</li> <li>• Oak Academy</li> <li>• BBC Bitesize</li> <li>• Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Class Dojo</li> <li>• Oak Academy</li> <li>• BBC Bitesize</li> <li>• Accelerated Reader</li> </ul>	<ul style="list-style-type: none"> <li>• Zoom</li> <li>• Class Dojo</li> <li>• Oak Academy</li> <li>• Athletics</li> <li>• BBC Bitesize</li> <li>• Accelerated Reader</li> </ul>

As much as possible, our remote learning offer should mirror what is happening in the classroom. Where there is no easily accessible online equivalent, something that either meets the same objectives or is a self-contained piece of work that will still support the relevant learning will be sent.

### 5. Suggestions for subjects:

Maths	<i>White Rose home learning video and worksheet. Other activities may be added to support, extend or consolidate.</i>
English – Writing	<i>Presentation introducing the writing focus. Instructions recorded or typed onto KidBlog/Class Dojo. Ongoing writing activity with guided editing and improvements. Oak Academy units of work provide an alternative to what is happening in class.</i>
English - Reading	<i>Accelerated reader reading and comprehension</i>
English - SPAG	<i>There are lots of SPAG bits on OA but they tend to be within another lesson. A simple worksheet may be all that is needed or spelling game/activity. Again you could send the PowerPoint you are using.</i>
Science	<i>There should be matching lessons or units to cover the same objectives on most of the OA plans or share your own resources.</i>
History,	<i>As much as possible share the resources (films, PPTs, etc) that you are</i>

geog, RE, French	<i>using in the classroom. Rather than lots of instructions, a key question may be all the child/parents need, e.g., Watch these video clips and read the information. Why was evacuation so important and what were the conflicting opinions about it? Again, there may be OA lessons that match. Alternatively, you could set a research project based on the question you are looking at, at school.</i>
PSHE	<i>Alternatively, tell the child/parent what you will be talking about in class so they can discuss it at home.</i>
Art, music, DT.	<i>These practical subjects are a bit harder depending on the resources they have at home. There are some nice music lessons on OA (you might even want to use them with the whole class!). There should be resources you can share or maybe share what you are doing in school and ask them to replicate at home as best they can.</i>
PE	<i>Share what skill you are doing in school but provide an alternative activity (e.g. yoga or Joe Wicks).</i>

## 6. Staff:

- If they're 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 and provide any relevant planning/links for virtual learning to the leadership team.
- When providing remote learning, teachers are expected to: ensure that all Online Safety, Child Protection and Staff Handbook Policies are followed throughout all interactions with pupils and record any concerns immediately our usually safeguarding procedures. Remain vigilant to the safety and welfare of pupils who are not in school and who are part of remote learning and inform DSL of any concerns in line with normal procedures.
- Set work in line with the requirements outlined in this policy
- Co-ordinate with other teachers, including those teaching in school if applicable, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work.
- Concerns regarding behaviours should be shared with the Leadership team.
- When attending virtual meetings with staff, parents and pupils:
  1. Dress code – should be professional and in line with Staff Code of Conduct.
  2. Locations – bedrooms should not be used and other members of the household should not be present. Neutral backdrop if possible.
  3. 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). Making sure the device locks if left inactive for a period of time. Not sharing the device among family or friends. Installing antivirus and anti-spyware software. Keeping operating systems up to date – always install the latest updates.
  4. Safeguarding Staff should adhere to the full requirements of the Safeguarding, Online, AUP, Staff Conduct Policies. Staff should remain vigilant during periods of remote learning.
  5. Hard Copies – Parents will be able to request hard copies of remote learning in the event that they are unable to access school online remote learning. A request for hard copies will need to be made by emailing the class teacher directly.

This policy is linked to our: Behaviour policy Child Protection Policy and coronavirus addendum to our Safeguarding and Child Protection policy, Data Protection Policy and Privacy Notices, Home-School Agreement Online and Acceptable Use Policies Online safety policy

#### [Appendix 1:](#)

Our Acceptable Use policy for online activities can be found on the school website.