At Holme Junior & Infant School,
we empower every individual to be
resilient and independent lifelong learners,
who value and respect their environment,
developing high aspirations
to reach their full potential.

HOLME JUNIOR & INFANT SCHOOL

Headteacher: Mr. Damien Bond

Remote Learning Policy
September 2023

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Date of Next Review	December 2025	Full Governing Body
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Date of Policy Creation	October 2023	**Name**	James Piggott
Date of Policy Adoption by Governing Body October 2023		**Signed:** **(Governor responsible)**
Method of Communication (e.g Website, Noticeboard, etc) Website, Server, Policy File in Office		**Signed:** **(Headteacher)**

REMOTE LEARNING POLICY

1. Aims

This remote learning policy for staff 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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9 am and 3pm.

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.

When providing remote learning, teachers are responsible for:

1. Providing a weekly timetable for parents, detailing the focus for the week in each of English, Mathematics and Foundation subjects. This should be uploaded on Seesaw on Monday mornings.

2. Ensuring the designated hours prescribed by the DfE are met.

3. Setting work on Seesaw digital platform each day before 9am, which makes learning objectives clear. Self-assessment and feedback should relate to this for individual and whole class response.

4. Posting a daily greeting video, which introduces the learning for the day and welcomes the children.

5. Differentiating learning activities for English and Maths, where appropriate.

6. Providing feedback on work, as detailed below:

Marking and Feedback is based upon a model of 3As (Approve / Acknowledge / Advance). **Approve** is where teachers look at the work and confirm that the work is appropriate to be posted. At this point, pupils do not know that teachers have received their work.

Acknowledge is where teachers will use the like or comment button. Once this taken place, the pupils know that teachers have seen their work.

Advance is where teachers take stock of all the work sent. Teachers may produce a resume of good examples, which fulfil specific success criteria and use some examples as a way of how to improve. This would be by praising the example and extending it. Individual support and guidance will be provided when necessary.

In some instances, especially Mathematics, answers and solutions will be provided in order for pupils to self-assess. These may be posted at the same time as the task or shortly afterwards. An adult may mark the child's work and send a photo of the work, informing teachers of specific queries.

7. Responding to parental queries (9am-3pm) by use of Seesaw, email or telephone.

   Emails should be shared with the Headteacher if there is a concern or compliment. The most likely scenario for this is where a parent has had a problem and the teacher has responded. Any concern that is still outstanding will be dealt with by the Headteacher, in consultation with all relevant staff.

8. Keeping a record of pupil engagement, which enables analysis of English / Maths activities. Any pupils not engaging are identified and reported to the Headteacher. A telephone conversation will then take place either between the Headteacher or staff member and parent. This will depend upon factors including: previous communication, knowledge of parent and availability.

9. Using a range of assessment strategies to keep a record of pupil progress. A system in line with the G2 Integris system (1= below expectation or not met / 2 = at expectation or met / 3 = above expectation or met at greater depth).

10. Liaising with Teaching Assistants for establishing any rotas and for ensuring access to digital resources and printed work.

11. Providing printed resources for pupils who are struggling to access Remote Learning.

12. Researching potential own development + whole school CPD, for use of digital platforms to enhance pupils' academic achievement and mental wellbeing. This will involve trialling systems and ideas, and providing feedback to other staff members.

Where teaching assistants will be working in school, where relevant, explain who will cover the responsibilities above during this time.

2.2 Subject supporters

Alongside teaching responsibilities, subject supporters 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.

- Monitoring remote work, when required by and in conjunction with SLT. This will form part of the SLT monitoring enquiry and will use designated staff meeting times.

- Alerting teachers to resources they can use to teach their subject remotely

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.

- Monitoring the effectiveness of remote learning by considering the following:

  Consistency and cohesion.

  Quality of feedback

Connection / wellbeing

Curriculum drivers

Subject "dives"

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding lead

The DSL is responsible for ensuring all staff are familiar with safeguarding procedures, when providing "live" lessons and for reporting any concerns identified from communication with parents.

2.5 IT staff

Simon Haggerty, from Global CS, is responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they're experiencing

- Reviewing 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

- Configuring laptops / tablets for pupil use

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers or teaching assistants

- Alert teachers if they're not able to complete work

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 – if you know of any resources staff should point parents towards if they're struggling, include those here

- Be respectful when making any concerns known to staff

- Contact staff during designated times provided.

2.7 Governing body

The governing 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. Monitoring arrangements

This policy will be reviewed during the Autumn term 2025 by all staff and the Full Governing Body.

4. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Acceptable use policy
- Online safety policy

All the above Policies can be found on the website by clicking HERE