



Remote Learning Policy

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Date for Review
September 2023	Liz Crosby	11.10.23	Autumn 2024
September 2024	Liz Crosby	29.1.25	Autumn 2027



Our Vision Statement



Our Values



Compassion



Friendship



Forgiveness





Our Vision Statement



Our vision statement was reviewed in 2024 in discussion with staff, the church, and the children.

In our school we have always had very strong relationships but we have recognised social changes. The need for faith's guidance and strength has intensified. We looked at what our community needed- we saw a need for Christian values, and above all a need for compassion, forgiveness and friendship.

We looked at what the Bible teaches us about these things, and adopted them as our values. We saw them as encapsulated by the theme of Christian love.

We looked at the two most important commandments- (Matthew 22:36-40) "love the Lord thy God with all thy heart" and "love thy neighbour as thyself", and saw Paul's message to the church in Corinth as relevant to our school today: "Do everything in love."

At Rosehill Methodist Primary School we strive to do everything in love.

Through living out our Christian Values we seek to equip our pupils with the skills to become the very best they can- for themselves, for others and for our wonderful world. We want our children to be grounded in their relationships with themselves, in their relationships with others, in their relationships with their world and in their relationship with God/ the big beyond.

We want children to be able to enact positive change across all spheres of society- that our children feel empowered and that the world benefits from their words and deeds.

"Do everything in love," is at the heart of what it means to be Christian. The context of the verse is that Paul was writing to the church in Corinth. He said: "Be on your guard; stand firm in the faith; be courageous; be strong. Do everything in love."

At Rosehill we aim to apply this instruction to our lives as we pursue our vision and strive to be more like Jesus. That is our calling- to provide a school where the values of Jesus are alive.

We actively seek to let love guide our thoughts, actions and words as we embrace a culture of togetherness.

Likewise, following the words of John Wesley, "I look upon all the world as my parish"- Journal, June 11, 1739- we aim to ensure that all members of our school have a clear understanding of Christian faith and are able to develop the skills required to reach out and engage with the world. That they may truly love God, and also love their neighbour. (Mark: 12:30-31)





Living out our Values



Compassion



Friendship



Forgiveness

‘Love one another as I have loved you’ John 13:34

In our school, we believe that God’s love surrounds us all. This part of our vision guides our way in setting the highest aspirations for the relationship we enjoy with both God and each other. This is why we do what we do.

In our school community, it is important to show that love for each other in the ways we act towards others. Everyone is welcome. We value compassion and peace, respecting each other and accepting difference so as to live in harmony.

“Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.” 1 Corinthians 13:4-8

Our goal is that in the passage above you may replace “Love” with “Our school” and that is how we shall be.

John Wesley (co-founder of the Methodist movement) urged us to ‘watch over one another in love.’

Hence our overriding mission statement: “Do everything in love.”



Safeguarding Statement

Safeguarding our children is of paramount importance to us at Rosehill Methodist Primary Academy. It is important to remember that safeguarding is **EVERYONE’S RESPONSIBILITY** and every adult in a child’s life should do what they can to ensure children are (and feel) safe, loved and respected, in order for them to flourish.

We are committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of its schools premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

Contents

Vision, Aims and Values.....	3
Safeguarding Statement.....	4
1. Remote Learning Context	5
Scenarios Where Remote Learning Might Be Required.....	5
What to Consider When Providing Remote Education to Individual Pupils.....	6
2. Roles and Responsibilities:	
2.1 Teachers.....	6
2.2 Teaching Assistants	8
2.3 Subject Leaders	9
2.4 Headteachers	9
2.5 Designated Safeguarding Leads	9
2.6 SENDCos	9
2.7 Pupils and Parents	10
2.8 Governing Body	10
3. Laptops	10
4. Who to Contact.....	10
5. Data Protection.....	11
5.1 Accessing Personal Data	11
5.2 Processing Personal Data	11
5.3 Keeping Devices Secure	11
6. Safeguarding	11
7. Monitoring Arrangements	11
8. Links with Other Policies	11

REMOTE LEARNING (ADDENDUM TO THE TEACHING AND LEARNING POLICY)

Context

The aim of this policy, is to ensure we are well-prepared to help pupils learn remotely if this is ever required.

The temporary provisions in the Coronavirus Act 2020 expired on 24 March 2022. As a result, the Remote Education (England) Temporary Continuity (No.2) direction no longer has effect. This policy reflects the non-statutory guidance to schools from January 2023 on maintaining their capabilities to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education. The priority is always for schools to deliver high-quality face-to-face education to all pupils.

As stated within the guidance, 'Attendance is essential for pupils to get the most out of their school experience, including for their attainment, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school.'

Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

This policy applies only to children of compulsory school age.

This policy should be read in conjunction with the following DfE guidance:

- 'Working together to improve school wellbeing attendance' guidance (DfE Sept 2023)
- DfE Emergency Planning guidance in the event of school closures or restrictions on attendance. (May 2023)
- Mental health issues affecting a pupil's attendance guidance (DfE Feb 2023)

Scenarios where Remote Learning Might be Required:

Attendance is mandatory for all pupils of compulsory school age. Schools should consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government.
- Occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness or in some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, and after the pupil's absence from school has been established, schools should consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Providing remote education will not change the imperative to remain open or to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site. After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when school leaders or the local authority decide that it is not possible to open safely, or where opening would contradict guidance from local or central government.

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Where needed, remote education should be equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently.

Good practice is considered to be:

- 3 hours a day on average across the cohort for key stage 1, with less for younger children
- 4 hours a day for key stage 2

What to consider when providing remote education to individual pupils

When a pupil is absent, the school should always seek to overcome the barriers to attendance and provide support for the pupil to attend, regularly reviewing any barriers in conjunction with the pupil, parents or carers, and if appropriate, a relevant medical professional.

Remote education should not be viewed as an equal alternative to attendance in school, and providing remote education during a pupil's absence does not reduce the importance of bringing that absence to an end as soon as possible.

In the limited circumstances when the school decides to use remote education for individual pupils when they are absent, the following should be considered:

- Ensuring mutual agreement of remote education by the school, parents or carers, potentially pupils, and if appropriate a relevant medical professional. If the pupil has an Education, Health and Care plan or has a social worker, the local authority should also be involved in the decision.
- Where remote education is being used as part of a plan to reintegrate back to school, putting a formal arrangement in place to review its efficacy regularly, alongside identifying what other support and flexibilities can be put in place to help ease the pupil back to school at the earliest opportunity.
- Setting a time limit within which the period of remote education provision should be reviewed, with the aim that the pupil returns to in person education with the required support in place to meet their needs.

Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8:35am and 3.30pm, in line with their usual working hours.

If they are 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:

Setting work in KS1 and 2:

- Work should be set on a daily basis and communicated to children using Class Dojo.
- • Daily English lessons following a theme. Use of a stimulus to engage the children followed by learning around word and sentence level work. At least one piece of extended writing per week, which is linked to the stimulus.
- • Spelling and phonics – At least one task per week focusing on a weekly theme.
- • Daily Maths lessons focused on a unit of work: time, shape, calculation, problem-solving, etc. Use of Oak National Academy lessons will provide teacher recorded videos in which Learners will be able to build upon previous learning and develop a deeper understanding as well as learning new content.

- • Daily reading
- • Daily number facts practice
- • Wider curriculum – a daily task on the theme taught within the curriculum year group. This may be a lesson on Science, History, Art or RE followed by a task.
- • Physical exercise, for example, join in with Joe Wicks PE Coach on You Tube
- Pupils to present learning in printed booklet. Knowledge mats and other learning aids are to be printed within the booklets and made available on Class Dojos (and academy website) to support learning.
- Where websites are used, teachers will ensure these are appropriate and free to use for parents/ pupils. Teachers will send out logins and passwords where necessary.
- Pupils are expected to complete work set daily within academy hours (9am and 3.20pm). There is an expectation that children have regular breaks in the morning, afternoon and at lunchtime. Online Resources that teachers should use to support home learning are: Purple Mash, Spelling Shed, Times tables Rock Stars, Cracking Comprehension, Learning by Questions (Y5/6) and Oak Academy (*Ensuring content is used that reflects the learning sequence of our usual curriculum*). Teachers must ensure children have the log-in details for these in the front of their home school diary and that children are taught to access these in school early in the autumn term. Some class tasks across the year will be set via the Teams platform to utilise this platform and also ensure staff, pupils and parents retain these skills.
- Staff are entitled to PPA time, Early Career Teacher time and management time as they would be in school. In order to facilitate this, staff who ordinarily provide cover will be asked to set home learning as appropriate for those sessions.

Setting work for EYFS

The children in Nursery and Reception will be set some weekly fun activities to do, centred around the Development Matters Framework. These activities will be presented in a grid format. These will include:

- Listening to stories recorded by our EYFS staff.
- Fine motor / handwriting practice activities.
- Daily Reading on Phonics Bug (Reception).
- Daily White Rose Maths activities.
- Challenge activities – including a shape hunt, making minibeasts, masks etc....
- Daily physical exercise – join in with Joe Wicks PE coach on You Tube.
- Phonics activities – practise letter sounds and high-frequency words.

Children will be provided with a scrapbook and pencil to record with. EYFS children are encouraged to spend 10-15 minutes on four of the above activities per day, within academy hours (9am and 3.10pm).

We encourage parents to upload evidence of children's learning onto Class Dojo. EYFS staff give daily feedback to any uploads.

Providing feedback on work:

- Teachers should provide feedback for pupil's work using Class Dojo or if work is emailed into the class email, feedback should be given by return email.
- With pupils and parents' consent, work should be shared via the class story on dojo.
- Feedback should be mostly positive and encouraging and in line with our feedback and marking policy. Points for action should be given more sensitively in a remote learning context.

- Feedback is given directly to the pupil on Times tables rock stars and Learning by Questions – staff should view this regularly to check engagement and progress so they can adjust any work accordingly.
- Staff should aim to provide feedback within 24 hours whenever possible, usually through Teams.

Keeping in touch with pupils who aren't in school and their parents:

- We hope that pupils will engage with home learning via Class Dojo and will 'log-on' to online platforms / sites regularly. If a child has not engaged in any aspect of remote learning for a two-day period, staff should contact the parents initially via telephone to offer any support and 'check-in'. This should be done from a pastoral perspective and parents asked if they require any further help / information in order to engage.
- We do expect teachers to answer emails from parents and pupils usually within 24 hours and inside normal working hours.
- If any concerns or complaints are shared by parents and pupils, these should be passed on promptly following the usual processes.
- If pupils regularly fail to complete work, this will initially be followed up by the class teacher but if there is no improvement, this will be followed up by the deputy headteacher or headteacher.

Attending virtual meetings with staff, parents and pupils:

- Dress code is in line with our staff code of conduct i.e. smart clothes
- Please be aware of locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Planned meetings will take place virtually and where needed, a member of the SLT will be present.
- Parent meetings will be held virtually if required.

Teachers with responsibility for setting home learning will usually be asked to work on site in a rotation in order to enable them to continue to provide high quality remote learning to minimise any gaps in knowledge and skills for pupils if a blended approach is ever needed.

Staff providing PPA / management time / NQT time will be asked to continue to support with planning and cover. In the event of a sickness absence, senior teachers who know the class expectations and remote learning approach may be asked to support the class.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between their usual working hours.

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 assisting with remote learning, teaching assistants are responsible for:

Supporting the class teacher to support pupils who aren't in school with learning remotely:

- Be available to be the additional adult present in virtual sessions and support in virtual sessions
- Supporting individuals as directed by the teacher
- Helping to prepare work and resources

Attending virtual meetings with teachers, parents and pupils:

- Dress code is in line with our staff code of conduct i.e. smart clothes

- Please be aware of locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

As with teachers, support staff may be asked to support groups of vulnerable pupils and key workers in continuing learning on school site.

2.3 Subject leaders

The term 'subject lead' refers to anyone co-ordinating subject provision across the school.

Alongside their teaching responsibilities, subject leads 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 and in line with the yearly overviews on the website
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Headteacher

The Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school and ensuring resources are in place to support this
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring the community feels connected during periods of closure – virtual assemblies will take place each week.

2.5 Designated Safeguarding Lead

The DSL is responsible for:

- Ensuring that all staff are aware of the safeguarding and child protection policy– staff should still act promptly on any concerns raised at home and school
- Acting promptly and in line with usual practice when any safeguarding needs emerge
- Promoting online safety as part of home learning and ensure this features regularly and all staff and children are aware of acceptable user agreements
- Sign post to information regarding online safety
- Develop 'contact plans' for anyone with a social worker or is considered a safeguarding risk when they are accessing remote learning.

2.6 SENDCo

The SENDCo is responsible for:

- Providing advice and support for teachers on approaches to use with pupils on the SEND list.
- Coordinating remote learning for children with SEND across school and ensuring work is well matched to their needs and in line with their support plan.
- Ensuring that regular contact with parents of pupils with Education Health Care plans and Plan, Do, Review support plans are made by the teacher and recorded on CPOMs

- When necessary, holding review and support meetings remotely.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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 complaints or concerns known to staff

2.8 Governing board

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. Laptops

The academy has some laptops available for use to support learning, should a child not have access to a device at home. These will be available to loan during the period of isolation. Parents and carers must have access to the internet at home and sign an acceptable use agreement prior to loaning the laptop. Staff will identify learners who may not have access to devices at home to prevent any loss of learning time. Laptops will be returned to school at the end of the period of isolation, cleaned and isolated for 72 hours.

4. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – talk to a senior teacher, the relevant subject lead or SENCO

Issues with behaviour – talk to a senior teacher or the headteacher

Issues with IT – talk to the headteacher and / or Office Staff

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the data protection officer (COO Epworth Trust)

Concerns about safeguarding – talk to the DSL (Gemma Yapp)

5. Data protection

5.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Access using Arbor which is a secure cloud-based school information management system.
- Staff should use school laptops, rather than their own personal devices.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

5.3 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)
- 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
- 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

6. Safeguarding

For details of our safeguarding procedures for periods of remote learning please see our safeguarding and child protection policy which is available on the school website.

7. Monitoring arrangements

This policy will be reviewed annually by the headteacher or sooner if significant updates are needed. At every review, it will be approved by the Local Advisory Board (LAB).

8. Links with other policies

This policy is linked to our:

Behaviour Policy
 Child Protection and Safeguarding Policy
 Data Protection Policy and Privacy Notices
 Home-school Agreement
 ICT and Internet Acceptable Use Policy
 Online Safety Policy