



Lincewood Primary School

Remote Learning Policy

1. Statement of School Philosophy

Lincewood Primary School has always strived to be creative, innovative and support our parents/children in the best way possible to make learning purposeful and holistic, whilst nurturing curiosity and positivity. Our strategy for remote learning continues this.

2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos
- Provide clear expectations members of the school community with regards to the delivery of high quality interactive remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance

3. Who is this policy applicable to?

- A child (*and their siblings if they are also attending Lincewood Primary School*) is absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons and not to all at start of week.

4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS KS1 KS2 *as well as for staff CPD and parents sessions.*
- Use of Recorded video (*or Live Video if used*) for Start Day registration and instructional videos
- Phone calls home
- Printed learning packs
- Physical materials such as story books and writing tools
- Use of online learning resources such as BBC Bitesize and Oak Academy Trust.

5. Home and School Partnership

Lincewood Primary School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Lincewood Primary School will provide guidance materials for parents on how to use Microsoft Teams as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

6. Roles and responsibilities

Our named Senior Lead Responsible for Remote Learning is Julie Braithwaite (Acting Headteacher.)

Teachers

Lincewood Primary School will provide training sessions and induction for new staff on how to use Microsoft Teams.

When providing remote learning, teachers must be available between 9am and 2:30pm via Microsoft Teams for online live lessons and for children and parents to message with any questions regarding the work which has been set. The remainder of directed time should be used for marking and planning of work.

The following daily timetable will be followed in Key Stage One and Key Stage Two. This timetable covers the statutory recommendation from the Department of Education for the minimum of four hours of remote learning for KS2 pupils and three hours for Reception and KS1 pupils.

9am – 9:20am	9:30am – 10am	10am- 10:15am	10:15am – 11am	11:00am - 11:30am	11:30am- 12:15pm	12:15pm – 1:15pm	1:15pm- 1:45pm	1:45pm – 2:30pm
Registration via Teams Meeting	English Live Lesson (Phonics for KS1)	Break Time	Time to work on independent English Task (with parent support)	Maths Live Lesson	Time to work on independent Maths Task (with parent support)	Lunch Time	Topic Live Lesson/ Story Time (KS1)	Time to work on independent Topic or Reading Task (with parent support)

The following daily timetable will be followed for EYFS:

9am – 9:20am	9:30am – 9:50am	9:50am- 10:05am	10:05am – 11am	11:00am - 11:20am	11:20am- 12:15pm	12:15pm – 1:15pm	1:15pm- 1:45pm	1:45pm – 2:30pm
Registration via Teams Meeting	English Live Lesson (Phonics for KS1)	Break Time	Time to work on independent English Task (with parent support)	Maths Live Lesson	Time to work on independent Maths Task (with parent support)	Lunch Time	Topic Live Lesson/ Story Time (KS1)	Time to work on independent Topic or Reading Task (with parent support)

Whilst independent tasks are going on, class teachers will be available for messages via Microsoft Teams to help and support independent work.

If class teachers 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:

- Registration:
 - Teachers will take a live register every morning via a Teams meeting.
 - Teachers will report any children who are not present to the school office via email so their absence can be followed up.
- Setting work:
 - Teachers will set work for the pupils in their classes.
 - The work set should follow the set remote learning timetable for the class, wherever possible
 - Daily work will be shared online for the children to access via Microsoft Teams.

Providing feedback on work:

- English and maths work should all completed and submitted by 2pm to be guaranteed teacher response and comments by 4pm. Any work submitted after this time will be looked at the following day.
- All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.
- EYFS will provide feedback to parents through the Evidence Me app.
- Keeping in touch with pupils who aren't in school and their parents:
 - Completing weekly welfare calls for children who aren't attending online learning and reporting the outcome of these calls to the DSL.
 - If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parent/carer emails should come through the school admin account (office@lincewood.essex.sch.uk)
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL

Teaching Assistants

Teaching assistants must be available to work from home when their allocated class is isolating.

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.

During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school inc monitoring of engagement.

- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

The SENCO

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the head teacher and other organisations to make any alternate arrangements for pupils with EHC plans.
- Liaising with teaching staff to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

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
- 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
- Be respectful when making any complaints or concerns known to staff

What is expected of pupils?

Each child will be issued with set pieces of work to complete each day. Their responses will be sent to the teacher via Microsoft Teams (or the Evidence Me app for EYFS) who will mark their work. Parents should make sure that children only send completed work.

Governing Body

The governing body 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

7. Links with other policies and development plans

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy

- Online Safety Policy
- Code of Conduct for Phone calls, Video conferencing and Recorded video
- End User Agreements for Microsoft Teams