Sonning Church of England Primary School
Remote Learning Policy

Sonning author	P Sherwood	Lead governor	G Walton
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Contents

Introduction

At Sonning Church of England Primary School, our vision is to build strong foundations for the years ahead. Supported by our school values of love, courage, respect, aspiration and curiosity, we seek to help pupils make positive choices in all they do. Like the wise man who built his house upon the rock (Matthew 7:24-25), we follow our Christian values to build strong foundations for the years ahead.

At Sonning Church of England Primary School, this policy ensures our pupils can build strong foundations for learning in or out of school.

Sonning Church of England Primary School strives to be creative, innovative and to support our parents/children in the best way possible. We aim to make learning purposeful and holistic and our strategy for remote learning is prepared with this in mind.

It should be noted that all references to 'parents' should be read as 'parents, carers or guardians'.

Aims

This Remote Education Policy aims to achieve the following:

- Ensure consistency in the approach to remote learning for all pupils (including those with SEND) who are not in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of motivation, aspiration, health and wellbeing and parent support.
- Consider continued education for staff, pupils and parents to access their learning remotely.
- Support effective communication between the school and families and support attendance.

To whom does this policy apply?

Every enrolled pupil is expected to attend Sonning Church of England Primary School. This plan outlines arrangements for teaching provision should there be a significant long term reason for pupils to not be able to attend school. Individual pupils who are isolating due to health issues or are unable to attend school due to government guidance will be supported on a case-by-case basis.

Delivery of remote learning

The school will primarily use Microsoft Teams as our remote/online teaching tool.

As part of a whole school or whole class closure, teaching and learning provision on a daily basis will include the following:

- Live sessions twice daily to introduce learning tasks, provision guidance/support, register the children and provide pastoral support.
- Pre-recorded teaching videos with associated resources/learning activities to complete.
- Learning Resources (Assignments) and activities from across the curriculum including Reading/Writing/Maths and two foundation subject lessons daily.
- Feedback (verbal and/or written).
- Ongoing support via Teams communication channels.
- A minimum of 3 hours learning will be provided for children in Key Stage 1.
- A minimum of 4 hours will be provided for children in Key Stage 2.

For pupils unable to attend for a significant period of time on an individual basis, lessons may follow the above or may need to be adapted (either for the pupil's needs or the fact that the teacher still has a class of other pupils to teach).

Strategies considered when implementing remote learning provision

When implementing strategies to support pupils' remote learning (or supporting parents to do this), key things the school will consider include the following:

- Clarity of teaching is essential and high-quality modelled examples will underpin teaching.
- Ensuring access to technology is key, especially for disadvantaged pupils.
- Peer interactions can provide motivation and improve learning outcomes.
- Supporting pupils to work independently can improve learning outcomes.
- Different approaches to remote learning suit different types of content and pupils.

Arrangements will be made to support children who do not have access to appropriate IT hardware, the internet or who have additional learning needs.

Curriculum (during remote provision)

Sonning Church of England Primary School is committed to ensuring that all children continue to receive a broad curriculum and quality education and will work to avoid a narrowing of the curriculum as a result of remote learning. Our approach includes a blend of online learning, including some virtual face-to-face sessions through MS Teams, pre-recorded lessons and resources available through MS teams and other online learning platforms such as the following:

- Oak National Academy
- BBC Bitesize
- Abacus Maths
- Nelson Handwriting
- Oxford University Press- Online Reading support (e.g. Oxford Owl)
- Purple Mash
- Ruth Miskin/YouTube for Read Write Inc Phonics
- White Rose Maths
- The Write Stuff Resources
- Times Tables Rock Stars
- Other appropriate resources.

The remote learning set for children will be in line with the curriculum planned for the class and that would take place in the classroom if the school was open. Teachers will provide resources that deliver the main aspects of the curriculum plan (including Relationship and Health Education (also referred to as RHE or RSE)). Sonning Church of England Primary School values our Christian ethos and will provide Collective Worship materials as part of our remote learning offer (for those pre-specified whole class/school closures).

The remote learning set by the teachers will follow the long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language (EAL).

Meeting the differing needs of our school community

The governors and senior leadership team at Sonning Church of England Primary School are aware that remote learning will be occurring during unusual times and each family is unique. We will endeavour to approach remote learning in a way which meets the needs of our pupils but provides flexibility to accommodate individual needs. We realise that the circumstances that cause our school to close will affect families in a number of ways.

In all circumstances, the school encourages regular communication between parents and class teachers in order to facilitate learning and develop strategies to support the child. Sonning Church of England Primary School is committed to working in close partnership with families and recognises each family is unique. Because of this, remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Sonning Church of England Primary School would recommend that each 'school day' maintains structured.

In our planning and expectations, we are aware of the need for flexibility. This includes the following:
- Parents may be trying to work from home so access to technology as a family may be limited.
- Parents may have two or more children trying to access technology.
- Parent will have different levels of competence and confidence in supporting remote learning.

Pedagogical approaches to online learning
Learning will aim to achieve the following:

- Learning is meaningful and challenging.
- Learning is well-sequenced with clear explanations of new content.
- Opportunities to assess progress planned.
- Learning tasks are engaging and differentiated to meet pupil needs.
- Clear success criteria and intended outcomes for activities.

* See EEF links provided within this policy for further information

Marking and feedback

Teachers and teaching assistants will monitor each child's work and provide feedback. The level and detail of feedback will depend on whether this is an individual, a class or a whole school closure. If a whole-school closure, feedback on the children's or class's work will be given regularly by way of whole-class feedback during 'live lessons', quizzes, written feedback via MS Teams. Over time, progress will be monitored and staff will contact parents/carers if they have any specific concerns.

Roles and responsibilities

The following roles and responsibilities have been identified:

Parents
- Provide a structure to learning remotely. Where possible, it is beneficial for young people to maintain a regular and familiar routine. Sonning Church of England Primary School recommend that each 'school day' maintains structure. A suggested timetable will be made available in the MS Teams Files areas as a guide.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via MS Teams or by contacting the school office. They should make clear which year group and subject the question relates to.
- We encourage parents to support their children's work by viewing the work set together and then making appropriate plans to complete the work. This can include finding an appropriate place to work and, to the best of their ability, supporting pupils with work and encouraging them to work with good levels of concentration.
- Make the school aware if their child is sick or otherwise can't complete work.
- Seek help from the school if needed.
- Parents should contact the school office if passwords are required.
- Arrange the means to print/use, at home, the resources provided by staff (or ask for support in achieving this).

Pupils
- Complete work to the deadline set by teachers.
- Be on time and prepared for live meetings with the teacher.
- Seek help if they need it, from teachers (see user agreement for process to do this).
- Alert teachers if they're not able to complete work.
- Follow all guidance regarding online safety and in the user agreement.

Staff
- Staff will add learning resources to their class team electronically.
- Content for each day will be available from 8:30am each morning.
- Teachers will respond promptly, within reasonable timescales, to requests for support from families at home. This should be done via email to the school. Staff and parents should communicate via the school email address.
- Teachers will receive training and guidance so that they are confident in using the remote learning resources.

- Teachers will make sure all children and parents have access to logins by recording them in the child's reading record book/learning organiser.
- English and maths books may be provided; this is so that work that children complete at home can be kept in one place, ideally in their exercise books, and can be brought back to school when children return.
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that MS Teams will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions will be made available. These will be discussed on case-to-case basis.
- To establish which families may need further support or access to IT equipment, school leaders will survey parents so that any potential barriers to children accessing online learning can be addressed as soon as possible.
- To help parents to feel confident when helping their child to access remote learning, teachers and leaders will provide simple 'how to' guides and videos.

Teaching Assistants
- Teaching assistants will be available to support and provide feedback during school 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.
- During the school day, teaching assistants must complete tasks as directed by the class teacher and/or a member of the SLT.

Senior Leaders
- Co-ordinating the remote learning approach across the school, including daily monitoring of engagement and the quality of learning materials.
- Monitoring the effectiveness of remote learning and advise and give guidance to staff or parents when required.
- 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 Online Safety Policies.

The SENDCo (Special Education Needs & Disability Coordinator)
- The SENDCo will liaise with senior leaders and IT providers to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Advise staff on how best to use technology and other resources to support the learning of pupils with SEND.
- Adapt work for pupils with SEND to enable them to best access the learning.
- Ensuring that pupils with an Education and Health Care Plan (EHCP) continue to have their needs met while learning remotely, and liaising with the headteacher and other support providers to make any alternate arrangements for pupils with and EHCP and/or Individual Provision Plans (IPPs).

Local Governing Body
- 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.

Safeguarding and responsible use

Sonning Church of England Primary School is committed to ensure the safety and welfare of our children whilst using technology for remote learning. In line with our Online Safety Policy, children will be provided with training and guidance about how to use the technology safely and staff will monitor use. Clear guidance and communication will be provided to parents regarding acceptable use. Acceptable use agreements will be in place for staff, parents and pupils. Should children/parents not follow our guidelines the school reserves the right to withdraw remote learning via MS Teams for the child.

Welfare checks

It will be the duty of senior leaders to assign staff to conduct welfare checks. The format and frequency of these welfare checks will depend on the number of pupils accessing remote learning, capacity of staff and any national guidance / requirements.

Appendix A: Remote Learning User Agreement

Sonning Church of England Primary School is keen to foster genuine partnerships between children, teachers and Parents/Carers.

Our school vision is to Build Strong Foundations for the Years Ahead and to achieve this is committed to providing the highest quality remote learning for children when it is required.

When we are required to, the school will provide remote learning for all children.

Expectations for pupils
- Provide the highest quality virtual teaching and associated learning resources, via Microsoft Teams, that are in line with curriculum plans and meet the needs of our children.
- Provide children with a daily routine, care and support.
- Continue to nurture your child through daily contact to ensure that they are happy, safe and confident with remote learning routines.
- Provide feedback on learning activities completed and clear guidance for learning points.
- Endeavour to support with any technical difficulties that you may be experiencing.
- Respond to any concerns you may have in a timely manner, within school hours.

Expectations for parents
- Keep my child's access details to Microsoft Teams confidential.
- Encourage my child to engage with daily learning activities, care and support provided.
- Ensure my child joins live calls with their microphone muted and camera on.
- Ensure that my learning takes place in a quiet shared family space.
- Ensure my child is dressed appropriately.
- Ensure my child follows the school's behaviour policy during learning sessions.
- Not record video calls.
- Not engage in conversation with the teacher during the session (questions can be emailed at a separate time).
- Ensure my child is on time and ready to learn for the beginning of the session.
- Ensure that my child will complete all tasks to the best of their ability and work is uploaded in the manner required.
- Support my child to access documents uploaded by the teacher.
- Ensure that any queries I have regarding my child's academic tasks are directed to the class teacher within school hours via the school email address.

- Ensure that any queries I may have regarding Microsoft Teams are directed to the main school email address.
- Be supportive of class teachers.
- Where necessary, help to gather resources (including printing resources) to support pupils' learning.

Expectations for pupils
- Keep my microphone muted during a live class session and my camera on.
- Raise my hand if I want to talk to the teacher or ask a question.
- Dress appropriately for my lesson – uniform not necessary.
- I will not record or share any part of the lessons.
- During the virtual lessons, I will behave as I would in school.
- I will complete all given tasks to the best of my ability and hand them in as requested.
- Engage with my teachers daily so that they know I am happy, safe and coping well.
- Behave in line with school expectations and our online safety policy.

Possible sanction for failure to comply with this agreement
- Removal of access to Microsoft Teams for your child/ren.