Twin Oaks Primary School
Remote Learning Policy

The school where everyone is valued and all succeed.

Governing Body with Responsibility	Quality of Education Committee
Agreed by Governors on	September 2024
Chair's Signature	Samantha Hoyer
Staff Member Responsible for Review	Headteacher
Date for Review	July 2026

The Coronavirus Act 2020 and provision of remote education (England) temporary continuity (no. 2) direction expired on 24 March 2022 meaning that schools no longer have a legal duty to provide remote education.

“Remote education should not be viewed as an equal alternative to attendance in school. For this reason we expect schools to consider it only as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school. In such cases, remote education can have the benefit of allowing absent pupils to keep on track with their education and stay connected to their teachers and peers.” Dfe Jan 2023.

The school will use the Google Classroom and class pages on the school website. for remote learning. On this page will be important information regarding remote learning during absence from school

To prepare and plan for the possibility of closure.

- It is essential that the school collate email address for school correspondence from all parents. This forms part of our induction process.
- Google logins created for all children and families provided with guidance on how to access this
- School website/admin email address and class pages recommended to all families as a platform for communication

Curriculum

Twin Oaks is committed to ensuring that all children receive a quality education in the form that has been designed by the school. Therefore, the school is committed to ensuring that any remote learning is aligned to the school curriculum. This ensures the school community maintains cohesion and children are collectively enthused by their learning. Our curriculum aims will therefore continue to be delivered by ensuring that teachers take ownership of remote learning packages with children’s individual needs being accounted for. Teachers will direct families to some online learning platforms to complement their learning such as:

- White Rose
- Read Write Inc
- BBC Bitesize
- Oak National Academy
- TT Rockstar

Google classroom (Or Evidence Me in Reception) is used to support all aspects of remote learning. Including personal development through mentoring.

Good practice for the amount of remote learning a child school complete is considered to be:

- 3 hours a day on average across the cohort for Key Stage KS1, with less for younger children
- 4 hours a day for KS2

Engagement and Accessibility

On occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because:

- They have an infectious illness but are no longer considered to be too ill to otherwise be in school

- They are preparing for or recovering from some types of operation but are no longer considered to be too ill to otherwise be in school
- They are recovering from injury and attendance in school may inhibit such recovery but are no longer considered to be too ill to otherwise be in school
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

a formal arrangement will be in place to regularly review the situation and identify how to reintegrate the pupil back into school

Teachers and TAs will keep in regular (at least weekly) communication with any child who is working remotely, to ensure they are able to access the learning,

Scenario	Teaching Action	Safeguarding action/communication
Individual pupil working remotely	• Learning is uploaded to the Google classroom (or Evidence Me in Reception) that mirrors the learning in the classroom as much as possible. Teachers will upload their normal slides and any work or recording sheets that they are using. • The focus of learning will be in line with the content studied by their peers at school • Reading books can also be provided if necessary.	• Teacher to make a follow up 'wellbeing' phone call at least once a week while the child is off. • Teachers to report to DSL if there are concerns about the wellbeing or safety of the child.
Year group/class closure for more than one day	• Google classrooms (or Evidence Me in Reception) is used by the teacher to set work daily for the class. • A class timetable will be produced to indicate what work the children are required to do each day, with links to the relevant Oak Academy lessons, White Rose resources or work on Google classrooms. • Teachers will be available to 'talk' to children through Google classrooms to assist with work between 10am and 2pm. Outside of this time teachers will be able to prepare work and phone children; (this time counts as teachers PPA.) • Paper packs will be made available to identified children. • TAs will support the class teachers in the preparation of paper work packs.	• Teachers will speak to each child at least once a week on the phone. More vulnerable children may be spoken with more frequently. Communications to be logged on scholar pack. • If children/families are not responding and the teacher is struggling to communicate with them, SLT are to be informed and contact is to be made through the school. • Relevant agencies are to be contacted as usual if there are safeguarding concerns. • If children are entitled to FSM, the office staff will work with the catering company to ensure that lunches are provided either on a daily basis or with a weekly food parcel. • Where children would normally receive additional support from SEND agencies, the SENDCO will make arrangements for those to continue via Google meet as long as the agencies engage.

	• TAs will support teachers with online marking and remote teaching as appropriate in discussion with the headteacher.	• Home learning is celebrated on social platforms. • Teacher and TA to speak daily to plan phone calls and support calls for the next day. • TA support 1:1 identified children through phone calls. • Loan system in place for providing technological support to families as needed.
The school is closed to all pupils for a day	• Teachers use Google classroom or Evidence me in Reception to set and mark pupils' work. • Work set will be inline with the current teaching in the class	• School to ensure all children and parents understand that the expectation is that children will complete the work online. (or on paper if it has been requested) If date of an unavoidable school closure is known in advance all efforts will be made to ensure children have adequate access to a device or a paper pack.
The school is closed to all but key worker and vulnerable children	• Teachers use Google classrooms (or Evidence Me in Reception) to set and mark work as above. • SLT to coordinate key worker bubble so that teachers can continue to teach remotely. • TAs will support with the production of paper work packs, online marking and remote teaching as appropriate in discussion with the headteacher.	As above • Loan system for the use of electronics to families. • Hard copies of work may be delivered on request if there is staffing capacity and it is safe to do so.

- In the event of a child being ill, they are not expected to complete online learning in the same way as they would not be expected to attend school.
- In the event of a teacher becoming ill, where there are two classes in the year groups, the other teacher will provide learning resources for both classes, where there is only one-year group, SLT to support home learning with the support of the class TA.

Managing Expectations

It is in the best interests of our children to continue to provide structured support through remote learning. Due to a range of factors which will affect each household's capacity to carryout remote learning, there will be a degree of flexibility with regard to submission of work and/or feedback. It is important that parents strive to achieve the targets set for their children and seek support from the school if required. Children and parents should consider the arrangements as set out in this document as highly recommended.

Teachers will as far as possible:

- Share the teaching and learning activities with their class through Google Classroom (or Evidence Me in Reception) and the school website.
- Continue to plan the teaching content in line with the extensive planning that is already in place throughout the school;
- Accept the fact that learning remotely will be more difficult, so tasks will be set in smaller steps to allow for this;
- Save flipcharts and White Rose slides on their Google classroom so that children can access these from home.
- Keep in contact with children through the Google Classroom (or Evidence Me in Reception) or by phone. (Teachers must ensure that they hide their personal numbers when ringing families)
- Ensure that the time and date of a welfare phone call is predetermined and communicated to parents.
- Reply to messages, set work and give feedback on activities during the normal teaching hours 10.00 am - 2:00pm on weekdays;
- No staff will conduct a virtual session from home alone Another member of staff to be present in any live lesson.
- Contact children through agreed channel only - Google classroom (or Evidence Me in Reception)
- Record the outcome of any contact made with a parent on Scholarpack

Children will:

- Be assured that health and wellbeing is a priority and therefore take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities;
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly;
- Only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Read daily, either independently or with an adult and where applicable engage with Accelerated Reader and Epic.
- Be polite and always show good behaviour and respect when communicating online

Parents will:

- Support their child's learning to the best of their ability;
- Encourage their child to access and engage with Google Classroom posts from their teacher;
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the Google Classroom.
- Know they can continue to contact their class teacher as normal through the Google classroom, school phone or school email, if they require support of any kind;
- Check their child/ren completed work each day and encourage the progress that is being made;
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

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 systems are appropriately secure, for both data protection and safeguarding reasons

Accessing personal data and data protection

When accessing personal data, all staff members will:

- only use their official school email account.
- ensure they log out after using Scholarpack and do not allow access to the site to any third party.

Sharing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for any period of time.
Teachers will use Freedom to Roam provided by lgfl to remotely access their school computer desktop and files.
This policy will be reviewed by the SLT as and when updates to home learning are provided by the government.