



Policy for Remote Learning

Audience	Parents, Staff, Governors
Co-ordinated by	Deputy Headteacher
Date written / reviewed	May 2024
Date of next review	May 2027
To be reviewed by	Deputy Headteacher
Associated Governing Body Committee	Curriculum

Aims

This remote learning policy aims to:

- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Ensure consistency in provision for pupils who aren't in school
- Meet the academic and pastoral needs of pupils who are isolating or not in school

Roles and Responsibilities

1) Senior Leadership Team (SLT)

The SLT will work together to ensure remote learning is a success at Greswold and review the practise regularly to ensure it balances the needs of pupils with staff well-being. The main roles are:

Headteacher – Oversees the vision for remote learning at Greswold and sets appropriate expectations for staff.

Deputy Headteacher – Reviews the effectiveness of remote learning through feedback from staff, parents and pupils and suggests changes to make procedures more effective. The DHT is also responsible for supporting vulnerable learners and their families with accessing remote learning.

ICT Lead – Supports staff with the implementation of this policy through training and offering technical support. The ICT Lead should signpost staff to appropriate resources and ensure staff have the suitable hardware available to them. They should also support with the publication of resources on the Greswold website (www.greswold.solihull.sch.uk).

SENDCo – Communicates with the parents of children with SEND and makes suggestions for suitable adaptations for remote learning tasks.

DSL – Acts on any safeguarding concerns that arise from remote learning.

2) Technical Support

EICTS – Supports Greswold with the ICT hardware used by staff to deliver remote learning. Staff can [log calls with EICTS](#) if there is a problem with the devices being used for remote learning.

EIMS – Supports the creation of Teams sites and offers software support when required.

LA Remote Learning Advisory Teacher – Provides suitable resources to support schools, including Greswold, with remote learning. These resources can be accessed in the [Remote Learning Training](#) section of the SMBC Extranet.

3) Teachers

Teachers should implement the expectations laid out in this policy (see Our remote learning response section, below) and seek support when needed to ensure remote learning is successful.

4) Parents

Staff can expect parents to encourage and support their child with remote learning, such as by providing their child with a space suitable for learning and helping them to organise their time. They should attempt to access the remote learning set by their child's teacher and seek help from Greswold if they are encountering difficulties or don't possess a device which can access remote learning or live conferencing, by contacting via [email to the Office](#).

5) Pupils

Staff can expect pupils to try their best with their remote learning and attempt to complete the tasks set. They should follow directions from their teacher and parents about remote learning and demonstrate our school values while away from Greswold. Pupils will also be expected to wear school uniform whilst participating in live sessions.

Our remote learning response

While the exact nature of the remote learning offered will vary depending upon the age of the children accessing it, our offer will also be adapted based on the scenario to which we are responding. Below are four possible scenarios and our response.

Stage 1 Scenario – School is open for all pupils although some children may be isolating at home

Teachers will continue teaching their class on site, which will be their priority. Home learning (homework) will continue to be set to support lessons in school. Children in years' 1 to 6 isolating at home are to visit their year group page on the school website for learning activities directly relating to certain elements of the curriculum from that particular term. Children in Nursery and Reception will be able to access resources using Tapestry. Feedback on learning is provided back in school. If pupils are isolating for a prolonged period of time, then fortnightly phone calls will be made to them by the class teacher. If a pupil, who is supported by a Learning Support Assistant, is away from school for a prolonged period of time (medical reason) and there is capacity to do so, the member of staff allocated to them can choose to deliver virtual lesson opportunities.

Stage 2 Scenario – School is open for most children although individual classes or year groups may be closed

For most pupils, the school will be open as normal as per Stage 1. For children in closed classes or year groups, teachers will prioritise providing remote learning in the following formats:

1) Use of Microsoft Teams and school website year group pages to post learning and resources.

Initially, pupils can access their year group website page for available learning resources with further content being available from the second day of closure. From then on, at least two days of learning plans will be uploaded to each year group's website page (Tapestry in the case of Reception and Nursery) by the weekend, in readiness for the following full week. Staff will then add further days' planning, additional content and make amendments throughout the week, in order to further meet the changing needs of the pupils and to ensure maximum impact.

The resources should include a timetable for the week (outlining subjects being taught that week and scheduled live sessions) and daily learning plans. Younger children may require parents to help with some elements of reading but older children should be able to read it themselves.

These resources will also include daily English and Maths activities, with an emphasis on phonics, reading, handwriting and number in year 1, Reception and Nursery, along with tasks relating to other subjects across the week. There isn't a requirement to offer every curriculum subject as teaching plans can be modified to accommodate missed curriculum areas, on the children's return to school, but there must be the same offer across the year group. Staff should include some physical (PE) challenges for the pupils.

Pupils in Nursery and Reception will have most of the learning resources provided for them through the use of Tapestry. Tapestry will also act as a regular feedback tool for Reception, Nursery and Year 1 staff.

2) Pre-recorded audio and video presentations of lesson introductions and/or demonstrations.

These resources should be directly linked to the learning set out in the weekly learning plans and should support the children's understanding through the explanation of a concept or task, or be motivational to encourage them to access the learning. They should be short in length, no more than 15 minutes.

In addition to one at the start of each week (introducing the week's learning), there should be an adequate number of English and Maths recordings across the week, plus presentations to accompany Guided Reading, phonics, spelling activities and three other curriculum subjects. Please note and commercially produced video clips (BBC Bitesize, Twinkl, Oak Academy) can be used to substitute a teacher's recording if the intended concept has already been replicated.

The recording of these can be shared across the year group. These should be converted into the .MP4 format, posted in the [Video Resource Centre](#) and referenced in the weekly learning plan.

3) Live sessions.

Pupils in years' 2-6 will also receive a variety of live sessions throughout the week using Microsoft Teams. These will include at least 1 whole class taught session (Between 30-60 minutes in length) each day, a daily 'drop-in' session, a whole class 'catch-up' session in the second half of the week and, where appropriate, live sessions for phonics, spelling and Guided Reading. The whole class taught sessions must include a Maths, English and PSD session each week. Daily 'drop-in' sessions can be organised in such a way where small groups of children are invited for part of the session for

intervention purposes at the discretion of the class teacher. The weekly 'catch-up' session should be a social activity or be based on a theme.

Only in exceptional circumstances (Illness or other personal circumstances of staff) will live sessions not take place. Parental instructions which detail how to access and organise such an activity will be available on the website. Sessions will be scheduled by the class teacher and will appear in the child's Microsoft Teams calendar. Live sessions will also be highlighted in each year group's weekly timetable on the school website. Pupils will also be expected to wear school uniform whilst participating in live sessions. Pupils in year 1 and Reception will also receive at least 1 'catch-up' session a week.

In terms of assessment and feedback of children's learning, class teachers in years' 2-6 will use Assignments in Microsoft Teams to set, receive, assess and feedback on tasks on a weekly basis. Pupils in year 1, Reception and Nursery will receive regular feedback on learning through the use of Tapestry.

Class teachers will also monitor the engagement of pupils on a weekly basis, and contact parents by phone or email if they have any concerns.

Class points, certificates and Star Pupil awards can also be earned by pupils to reflect home learning achievements during their time away from school.

Stage 3 Scenario – School is open to some year groups only on a part time/rota basis

For children whose year group is closed, Stage 2 procedures will apply. However, the amount of live sessions and pre-recorded presentations may be reduced depending on availability of staff who aren't teaching on site.

Stage 4 Scenario – School is closed except for vulnerable pupils and those of key workers

For all children except those vulnerable children and those of critical workers, follow Stage 2 procedures with the understanding that some staff will still be working full time on school site. As a result, it may be that some live sessions will be administered by a different member of the year group staff, and not necessarily a child's class teacher.

The use of live lessons

Staff should only use the approved video-conferencing system, Microsoft Teams, for communicating with their pupils on video.

Meetings should be scheduled so parents know when their child is expected to be using Teams.

Staff should attempt to schedule meetings to avoid siblings in a household using Teams at the same time.

This guidance, from Solihull's Remote Learning Team, should be followed:

- Staff should check their camera angle before any broadcast. They must consider carefully what can be seen in the camera background. Aim to sit against a neutral background or blur the background.
- Staff should avoid recording in their bedroom where possible. If this is the only place they can record, the background must be blurred.
- Staff should dress professionally for any live meeting.

- Staff should warn anyone else in the household that they are broadcasting.
- Pupils should be in a shared space in their house, rather than in their bedroom.
- Pupils should be expected to be suitably dressed, preferably in school uniform.
- Staff should ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Please see Solgrid guidance for [Delivering live lessons and events](#) and [Using webcams and videoconferencing technologies safely](#) for further information.

Data Protection

Teaching staff are provided with a laptop, which should be used for delivering remote learning. These devices are encrypted and must be logged in by the individual user. Staff should ensure their devices are locked when they are not being used in order to prevent unauthorised access. Any data required to facilitate remote learning must only be stored on a staff laptop, the school network (accessible through Pulse) or secure Office 365 storage provided by Solihull MBC (Outlook or OneDrive).

Glossary of terms

DSL – Designated Safeguarding Lead

SMBC – Solihull Metropolitan Borough Council

EICTS – Education ICT Services

EIMS – Education Information Management Services

ICT – Information, Communication Technology

LA – Local Authority

PSHE – Personal, Social & Health Education

SENDCo – Special Educational Needs & Disabilities Co-ordinator