



# LANGSHOTT PRIMARY SCHOOL

## REMOTE LEARNING POLICY

Date policy written	October 2020
Updated	January 2021
Agreed by Governors	January 2021
Review Needed	January 2024

## Statement of intent

This policy is designed to outline our procedures for when we have to provide learning from home due to a whole school closure, bubble closure, or self-isolation due to the pandemic.

At Langshott Primary School, we understand the need to continually deliver high quality education, including during periods of remote working. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection and safeguarding.

## 1. Aims

This remote policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are unable to be in school
- Minimise the disruption to pupils' education and the delivery of the curriculum
- Ensure that provision is in place so that all pupils have access to high quality learning resources
- Set out expectations for all members of the school community with regards to remote learning
- Protect pupils from the risks associated with using devices connected to the internet
- Ensure that robust safeguarding measures continue to be in effect during the period of remote learning
- Provide appropriate guidelines for data protection
- Ensure workload is manageable for staff working remotely

### Types of Home Learning

Homework (home learning) – this is set weekly in line with our home learning policy for all children as part of our learning offer.

Working from home – this is when a child is self-isolating (10 school days as per government guidelines). Working from home packs are available for each year group on the website (organised into half termly chunks).

Remote learning – this is when a bubble/whole school is working remotely and when the steps outlined in this policy will be offered to children.

## 2. Roles and responsibilities

It is the role and responsibility of the school to have the capacity to offer remote education and give access to high quality remote education resources where a bubble need to self-isolate, or there is a lockdown requiring all pupils to remain at home.

The school has selected online tools (Google classroom, Times Tables Rockstars and Kahoot!) that will be consistently used across the school in order to allow interaction, assessment and feedback. Staff and pupils will be trained in their use.

The school will provide printed resources and workbooks for pupils who do not have suitable online access. Families will also be supported with technology from school where possible/appropriate.

When teaching pupils remotely, we undertake to:

- Set assignments so that pupils have meaningful and ambitious work each day
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally
- Provide clear explanations of new content through high quality curriculum resources
- Gauge how well pupils are progressing through the curriculum
- Adjust the pace or difficulty of what is being taught in response to questions or assessments

## 2.1 Year leaders

Year leaders will liaise with their year group colleagues to plan the remote learning period.

Year leaders are responsible for:

- Organising the delegation of planning work amongst the year group team ensuring that work set for all pupils is pitched appropriately
- Ensuring that work is provided for individual children who cannot attend school
- Ensuring consistency in the offer by being clear on marking and feedback for the learning set
- Reporting difficulties to Sweethaven and SLT members as needed

## 2.2 Teachers

When providing remote learning, teachers must be available between 9:00am-12:00pm and 1:00pm-3:00pm. If they are unable to work for any reason during this time, they should report this using the normal absence reporting procedures. If this affects the completion of any work required, they must make sure that arrangements have been made with year group partners or SLT to ensure work is completed.

Teachers are responsible for:

### Setting work

- Liaise with year group colleagues to create a weekly timetable of work for their year group.
- This must include subjects from across the curriculum.
- Daily work will be set using google classroom. This work will be uploaded by 9:00am on each day of a bubble or whole school closure. Where possible, it will be uploaded the day before to support parents and families with organising their day.
- Class teachers will ensure that children without access to a device are provided with a paper pack or offered technology where appropriate. This will be managed with the support of SLT and the admin team.
- Work set will be differentiated to meet the needs of all children in the class (in line with how work is set in class).
- Ensuring a range of tasks and tools are used to support pupils' engagement.

- Maintaining a register about who has been completing work on google classroom and making SLT aware of those that have not engaged.

### **Providing feedback on work**

- Children participating in an online quiz (kahoot)/game will know how successful they have been by the feedback from the online platform.
- Work submitted on google classroom by the due date will be acknowledged by a member of staff through the comment/message function. Work should be returned to the pupil (and the mark can be used if appropriate).
- Marking and feedback will be in line with the children's experiences in class.
- Teachers will set deadlines for work with specific days and times. No work submitted after this time will receive feedback. However, teachers will also take a flexible approach where they know that a parent is working during the day.

### **Keeping in touch with pupils and parents/carers**

- Year group pages and google classroom will be updated regularly to provide information for children and parents/carers.
- Teachers will have contact with all pupils via google meet.
- Any concerns will be raised with a member of SLT who may choose to contact parents/carers directly.
- SLT will email a parent if a child has not participated in the remote learning offer and the teacher has not been made aware of a reason for this. The first response is to email, the second response is for a member of SLT to phone from a school device.

### **Attending virtual meetings with staff and pupils: every child will be invited to attend a virtual meeting with their teachers and other children from their class in a small group.**

- Staff will adhere to the school dress code (including wearing their school ID badge) when meeting with children via google meet.
- Staff will select a location with an appropriate background for the online interaction.
- Teachers will organise the class into small groups to attend a regular google meet, the teacher will assign the slot that the child will be expected to attend. Teachers will publish google meet times on google classroom and children will be given a link to join the meeting.
- Staff will use zoom for virtual staff meetings/year group meetings to discuss school business.

### **Teaching Assistants**

When assisting with remote learning, Teaching Assistants must be available between their set working hours, Monday to Friday. If they are unable to work for any reason during this time, they should report this using the normal absence procedure. They will be provided with a school chrome book or laptop to support this.

Teaching Assistants may be asked to work on site during a school closure to support key worker children.

When assisting with remote learning, Teaching Assistants are responsible for:  
Supporting pupils with learning through providing online feedback for work as assigned to them by their Class Teacher/Year Leader.

#### **Attending virtual meetings with pupils**

- Staff will adhere to the school dress code (including wearing their school ID badge) when meeting with children via google meet. Staff may wear their logo'd Langshott hoodies.
- Staff will select a location with an appropriate background for the online interaction.
- Teaching Assistants will be online alongside the Teacher during google meet where possible.

#### **ELSA**

The ELSA will be provided with a school device to enable ELSA sessions to take place via google meet. Children will be made aware of their time slots each week.

#### **Faculty leaders and subject leaders**

**Alongside their teaching responsibilities, as outlined above, faculty leaders and subject leaders are responsible for:**

- Providing support to teaching staff who are working remotely to provide learning in their subject area.
- Alerting teachers to appropriate resources to support teaching their subject remotely.
- Monitoring the work set by teachers in their subject.
- Maintaining their subject page on the school website.

#### **Senior Leadership Team**

**Alongside any teaching responsibilities, Senior Leaders are responsible for:**

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Co-ordinating the remote learning approach across the school.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Monitoring the effectiveness and consistency of the remote learning for each year group.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Arranging support/cover for absent staff.
- Contacting parents/carers as required.

#### **Designated Safeguarding Lead**

**The DSL is responsible for:**

- Maintaining contact, collating, passing on information and responding to any concerns.  
**See the COVID-19 amendments to the Child Protection Policy**

## **SENDCo**

### **The SENDCo is responsible for:**

- Reviewing the work being set for children with SEND, ensuring that it is appropriate and accessible.
- Contacting parents/carers to provide support whilst they are working remotely, as appropriate.
- Being available to provide support to teachers for setting work matched to the needs of the children.
- Continuing appropriate provision and support, such as virtual meetings and annual reviews.

## **Admin team**

### **The Admin team are responsible for:**

- Collating details of all of the children who are absent and sharing this information with class teachers and SLT.
- Following attendance monitoring procedures and sharing information with class teachers, SLT and DSLs.
- Responding to email enquiries.
- Maintaining school procedures, such as school reports.

## **IT staff**

We have an outside provider for IT support. Staff contact them via a helpdesk for support with IT difficulties. The Data Protection officer reviews the security of our remote learning systems. Data protection breaches are reported in line with the Data Protection policy.

## **Pupils, parents and carers**

### **Staff can expect pupils learning remotely to:**

- Log into the online platform daily and be contactable during the school day, although they may not always be using a device the whole time.
- Receive guidance from their parents/carers if they need support to access the remote learning.
- Seek help if they need it via [info@langshott.surrey.sch.uk](mailto:info@langshott.surrey.sch.uk)
- Alert teachers if they are not able to complete work or if they need help.
- Respond to marking and feedback.
- Attend their regular virtual meeting and follow the school rules during this time.

### **Staff can expect parents with children learning remotely to:**

- Make the school aware if their child is sick or otherwise cannot complete work via email to the school office at [info@langshott.surrey.sch.uk](mailto:info@langshott.surrey.sch.uk)
- Communicate with them during the hours of 9:00am-3:00pm.
- Utilise the information on the school website and support their child to access online platforms.
- Be respectful when making any complaints or concerns known to staff.

## **The Governing Body**

### **The Governing Body is responsible for:**

- Monitoring the school's approach to providing remote learning to ensure the high quality of education is maintained and it is meeting the needs of all pupils.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## **Who to contact**

If parents/carers have any questions or concerns about remote learning or safeguarding, they should contact the Head Teacher.

## **Data protection**

### **Accessing personal data**

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

- Access parent contact details via SIMs using a secure password

## **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 does not require explicit permissions. Whilst this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

## **4.3 Keeping devices secure**

Staff adhere to the acceptable use policy for ensuring the security of their school devices. 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 (by the school's IT provider)
- Keeping operating systems up to date (updated by the school's IT provider)

## **5. Safeguarding**

The Child Protection policy is available on our website and has been updated in line with current guidelines.

## 6. Monitoring arrangements

This policy will be reviewed regularly and approved by the governing body.

## 7. Links with other policies

This policy is linked to our:

- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

### Practical arrangements. How will remote learning work for my child?

#### What happens when a bubble or school is closed?

First day of closure – Teachers will set a stand-alone day of activities on the school website. Teachers will:

- Take PPA (planning preparation and assessment time) to map out the learning for the next fortnight. If the closure extends beyond two weeks, another stand-alone day of teaching will be set to give teachers their PPA time.
- Prior to closure – all children will be issued with username and password for google classroom. Each child will be given a single sign in access to these platforms:
- Google classroom login (all pupils)
- Times Tables Rock Stars/Numbots login (Years 1-6)

#### Pupils will need:

- A device at home they can access for learning.
- If a child does not have a device, please contact [info@langshott.surrey.sch.uk](mailto:info@langshott.surrey.sch.uk)

#### Parents will have:

- Access to the website and the Head Teacher's and Office's email addresses for queries and reporting absence.
- Access to class teachers via google classroom (messaging function).

#### Overview of Remote learning offer by year group and subject

Offer	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily schedule	See individual timetables for information.						
Maths	Regular maths activity will be set.	White Rose hub platform will be accessed through google classroom with daily tasks matched to units of learning that would have taken place in school.					
Independent	We encourage	A minimum of 10 minutes reading for pleasure per day.					



reading	reading for pleasure with family members		
Reading lessons	Regular word packs set.	A snippet from a text will be provided as an outline document for children to read independently/ supported by an adult, with a mixture of reading comprehension and phonic activities attached.	A weekly text will be provided as an online document for children to read independently, with a reading comprehension task attached.
Phonics/ spelling	Weekly phonics activities will be set.	Weekly phonics/spelling activities will be set.	
Writing	Linked to phonics	Tasks will be planned to replicate the cycle of writing in school.	
Teacher interaction	Teachers will organise the class into small groups to attend a regular google meet, the teacher will assign the slot that the child will be expected to attend. Teachers will publish google meet times on google classroom and children will be given a link to join the meeting.		
STEM Creative Arts Global Understanding Health, wellbeing and community	A regular activity focusing on different of the EYFS curriculum will be set.	Tasks will be planned to replicate the blocking of other subjects in school.	
Homework	Homework will be set in line with the homework schedule and it will form part of the activities for the week.		

A simple version of this policy entitled, "Remote Learning Provision for Parents" is on our website and included here as an Appendix.



Dear Parents / Carers,

## Remote Learning Provision for Lockdown

Our remote learning provision is designed to be meaningful and ambitious and is being delivered via Google Classroom, Times Tables Rock Stars, Numbots and Kahoot! This also allows interaction, assessment and feedback.

All lesson content will be accessed via Google Classroom and feedback will be provided in line with the children's experiences in class. Every child was issued with an individual login back in November, in preparation for any potential lockdown. They also had a homework task so all the children should know how to login. Please contact the office if your login is lost or does not work.

Teachers will have daily contact with pupils via the messaging section of the system and 'face to face' contact via Google Meet at least once a week. The staff will organise the class into small groups and your child will be invited via Google Classroom to their session.

We will provide teaching that is equivalent in length to the core teaching pupils would have in school. This will involve both direct teaching time and time for pupils to complete tasks independently. This will be, as prescribed by the DfE, a minimum of:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Some lessons will be recorded and delivered by our staff, but most will be Oak Academy lessons or from other similar providers.

### What pupils will need at home:

- A device that connects to the internet that they can access for learning. We believe we have spoken to all parents already who have online access issues, but if you are struggling, please contact us so that we can support you. We have been able to loan out some devices and have also been able to print resources to those who prefer this. If your child has a Games Console, you can also access Google Classroom via this. See these links for help to do this:

How to log in to Google Classroom via PS4 - <https://www.youtube.com/watch?v=v5VWaowYjk4>

How to login with Google Classroom on the Xbox – <https://www.youtube.com/watch?v=Sc-PqAVxGvE>

- Notebooks and pencils/pens for taking notes.
- Books to read and enjoy (this could include e-books or audio books. Oxford Owl offer a free eBook library via this link: <https://home.oxfordowl.co.uk/reading/free-ebooks/>)
- Their planner and CGP guides (children in Key Stage 2).
- Their Reading Record (children in EYFS and KS1).
- Space to work.

### What we expect from your child

It is important that your child engages with home learning, turns in work daily and keeps to a timetable. We will telephone home if we do not see your child engaging with Google Classroom, to see how we can help.

## What you can do to help

We appreciate that the current situation is challenging for everyone. We kindly ask for your support so that we can continue to provide high-quality education for your child during this time. Younger children in particular may need greater support in accessing online materials and staying focused with their remote learning. We ask that you help them as much as you can. At the same time, we do not expect you to watch your child all day but it would be really helpful if you could take an active role in your child's learning by asking them about their day and what they've learned.

Our top tips:

- Keep to a routine - try to encourage your child to be ready and dressed for the start of the school day, and to keep to a timetable.
- Distinguish between weekdays and weekends, and make it clear when the school day is over, to separate home and school life.
- Plan breaks and exercise into the day to help keep your child active.

We will offer a range of learning activities that do not require pupils to be in front of a screen all day, because variety is important for positive mental health. Here is an overview of our Remote Learning offer by year group and subject:

Offer	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	Regular maths activities will be set	White Rose hub platform will be accessed through google classroom with daily tasks matched to units of learning that would have taken place in school.					
Independent reading	We encourage reading for pleasure with family members	<p>A minimum of 10 minutes reading for pleasure per day.</p> <p>If you don't have books at home, Oxford Owl offer a free eBook library via this link: <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a></p> <p>Amazon's Audible site is also worth thinking about.</p>					
Reading lessons	Regular word packs set.	A snippet from a text will be provided as an outline document for children to read independently/ supported by an adult, with a mixture of reading comprehension and phonic activities attached.	A weekly text will be provided as an online document for children to read independently, with a range of reading comprehension tasks attached.				
Phonics/ spelling	Weekly phonics activities	Regular phonics/spelling activities will be set.					

	will be set.	
Writing	Linked to phonics	Tasks will be planned to replicate the cycle of writing in school.
Teacher interaction	1) Comments and feedback on work via the messaging system in Google Classroom 2) Teachers will organise the class into small groups to attend a regular Google Meet. The teacher will assign the slot that the child will be expected to attend. Teachers will publish Google Meet times on Google Classroom and children will be given a link to join the meeting.	
STEM Creative Arts Global Understanding Health, wellbeing and community	A regular activity focusing on different of the EYFS curriculum will be set.	Tasks will be planned to replicate the blocking of subjects in school.

If you wish to supplement our provision with other activities, here are some great websites that you might want to dip into:



<https://trockstars.com>

Practise your times tables and beat your own score as well as battling against other classes.



<https://www.bbc.co.uk/cbeebies/games>

A great variety of games for Early Years and KS1.



<https://www.bbc.co.uk/bitesize/primary>

For KS1 and KS2. Lots of information, videos and games for all subjects.



Great resources for Early Years, KS1 and KS2 for all areas of the curriculum.

<https://www.twinkl.co.uk/home-learning-hub>



<https://classroomsecrets.co.uk/home-online-learning/>

Classroom Secrets have lots for resources for Early Years, KS1 and KS2



<https://hourofcode.com/uk/learn>

Great coding activities using block coding. Great for Early Years, KS1 and KS2.



<http://www.fungooms.com/>

Early computing skills for Early Years.

<https://www.shaunsgameacademy.co.uk/>

Learn how to make online games.





[www.dkfindout.com/uk](http://www.dkfindout.com/uk)  
Online Encyclopedia.



<https://beanstalk.co/>

Lots of interactive materials for children aged 1 to 6. They are offering free full access for parents of children with school closures with live classes and on demand classes – parents just need to sign up.



<https://www.tutortastic.co.uk/blog/homelearning>

This site will lead you to a wealth of websites to support home learning.



• <https://www.oxfordowl.co.uk/for-home/>

• Oxford Owl for Home has free resources available to download without registering. Great for Early Years, KS1 and KS2, they offer activities for reading, English, Mathematics and interactive games. There's also handy "How to" videos to explain tricky concepts.



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• <https://readingeggs.co.uk/>

• You can register for a free trial to get 2 weeks access to reading resources suitable for all.

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• <https://www.educationquizzes.com/>

• Great for KS1 and KS2. There are lots of quizzes which will help you recall previous learning.

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<https://subscribe.firstnews.co.uk/free-downloadable-issue/>

News-based learning. Free subscription and resources during closures.



<https://www.123homeschool4me.com/home-school-free-printables/>

Access to free worksheets and activities. This is an American website so you'll need to convert the year groups. As a rough guide: Reception = Pre-Kindergarten, Year 1 = Kindergarten, Year 2 = 1<sup>st</sup> Grade, Year 3 = 2<sup>nd</sup> Grade, Year 4 = 3<sup>rd</sup> Grade, Year 5 = 4<sup>th</sup> Grade and Year 6 = 5<sup>th</sup> Grade



<https://classroommagazines.scholastic.com/support/learnathome.html>

Scholastic are offering daily activities while on school closure. It uses American grading so you will need to convert (please see above)



<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

National Geographic is totally free. There are online games, resources and competitions too.

<https://circuitimefun.com/>

At Circuitime, educators host free, interactive videos in whatever their area of expertise might be. You can find video lessons in everything from yoga to family cooking to sing-along songs.





<http://www.clubscikidzmd.com/blog/>

Every day on their blog, Club SciKidz will post a different simple science experiment for kids and parents to do at home. The first, for example, uses the scientific method to determine what household ingredient works the best to clean a dirty penny.



<https://www.duolingo.com/>

An always-free app (which does offer extra paid features) teaches foreign languages using bite-size lessons. Users earn points for correct answers a "level up," offering extra motivation to keep at it.



<https://bamboolearning.com/bamboo-blog-001>

Bamboo works with Amazon's Alexa to do free, voice-based activities around math, music, social studies, and stories. If you register on Bamboo Grove, it can track your child's progress and give rewards.



<https://www.scratchjr.org/>

<https://scratch.mit.edu/parents/>

An always-free app using coding and eventually children can program their own interactive stories and games. The app is aimed for KS1. KS2 children can use Scratch online (see link above)

We appreciate how hard it is to maintain home learning, particularly for parents working from home, and I thank you for everything you are doing. Whilst schools are generally very safe places to be, we can never be as safe as at home where there are far fewer people mixing, so thank you for keeping your child at home.

Please keep in touch with us and do let us know if you're having any difficulties, or if you have any questions. You can contact us via [info@langshott.surrey.sch.uk](mailto:info@langshott.surrey.sch.uk) or [head@langshott.surrey.sch.uk](mailto:head@langshott.surrey.sch.uk).

Thank you for your continued support in these unprecedented times.

Yours sincerely,

Mrs S Mackintosh  
Headteacher