



Khalsa
VA Primary School

Digital and Remote Learning Policy

Committee with oversight for this policy – Teaching & Learning	
Policy to be approved by the Headteacher	
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Introduction

The following plan has been developed in line with the DfE [Guidance for the full reopening of schools](#). It is to be used, should pupils and/or staff need to isolate or if the school is faced with partial or full closure as a result of government Covid-19 advice. This also applies to situations where one or more children have been advised to self-isolate for an extended period.

Aims

By following this policy, we aim:

- To provide planned and sequenced daily lessons for children at home covering as many subjects as possible but focussing on core skills
- To provide teaching which explains, models and challenges for all abilities effectively
- To ensure that work is assessed and feedback is given to pupils
- To communicate with pupils regularly regarding their work and wellbeing
- To ensure that families with specific needs which prevent them from accessing technology are able to receive work
- To ensure that younger pupils and those with SEND are able to access the curriculum

The school uses Google Classroom to communicate with children. Each member of staff and child has their own login and is assigned to their own virtual classroom. Through this, work can be set, group or private messages can be sent, video calls can be made and feedback given to pupils on their work.

Staff Expectations

Curriculum

As much as possible, teachers should teach and set work according to the planned for curriculum i.e. what they would normally be teaching in school. Core skills should form the focus of any learning. These skills include phonics, reading, writing and mathematics in KS1/2 and Communication and Language, Personal, Social, Emotional Development and Physical Development in EYFS. Where subjects have been omitted from remote learning teaching sequences, teachers should make plans to catch up with missed learning upon return to school.

A suggested timetable for a 'remote learning' day (i.e. where teachers and children are all isolating) follows:

Time	Teacher	Children	TA	Office/SLT
9:00 - 9:15	Registration and email to SLT/office Post and discuss timetable for the day and ground rules with children. Please note the timetable should be clear about when teaching will take place and when children should not be at their screen.	Log in for registration Listen to instructions and ask questions	Supporting with monitoring of pupils and answering questions	Ensure any technical issues are resolved Call or provide contact details for absent children
9:15 - 10:30	Providing input for Maths, English and Reading at specific times during the morning. NB this should be around 15 minutes – children should not be on the screen for too long Answering questions, marking work and providing feedback	Watching and listening to inputs at given times Completing daily tasks away from screen	Answering questions, marking work and providing feedback Working with individuals and/or groups where necessary	Monitoring technical issues, behaviour and participation Calling home where necessary
10:30 - 10:45	Break time with suggested movement activity	Break time participating in active movement	Break	
10:45 - 12:00	Continued morning teaching and learning	Continued morning teaching and learning	Continued morning teaching and learning	Continued morning monitoring
12:00 - 1:00	Lunch	Lunch	Lunch	Lunch
1:00 - 2:30	Input for afternoon task (from wider curriculum) to be done away from screen Preparing resources for next day	Attending input for afternoon Hosting intervention groups as needed Continuing to answer questions, mark work and provide feedback	Answering questions, marking work and providing feedback Working with individuals and/or groups where necessary	
2:45 - 3:00	Reflect on learning with children Class story	Attend reflection Read class story	Preparation for next day	
3:00 - 3:30	Check in with SLT, fellow year group teacher and TA	Completing daily tasks	Check in with teachers	Call parents who were unable to access or did not attend Check in with staff

SEND, vulnerable pupils and those with no access to technology

It is the responsibility of the teacher to ensure children with SEND are able to access remote learning. These children may be contacted when working from home by the SENCO or their teacher to check up on their learning.

Some children may not be able to access online learning due to certain circumstances. In this case, teachers should maintain a list of these pupils and send out printed versions of the work that other children are receiving. This list should be updated weekly.

Communicating with pupils and families

When small groups of children are isolating, teachers and/or support staff should make contact with all pupils at least once per day. This can be done via Google Meet or telephone. The purpose of this contact is to ensure that children are understanding and completing work and that they are safe and happy. This can be done individually or in groups.

In situations where whole classes are isolating, teachers and support staff should contact pupils at several points during the day to make sure pupils understand the work.

Feedback should be given as per the school policy.

Safeguarding

In line with practice when staff and pupils are on the premises, all staff should be vigilant for any safeguarding issues and follow school procedures, recording concerns and reporting them to the designated safeguarding lead immediately.

Safeguarding should be a primary concern when contacting children at home. As a result, teachers should:

- Unless in a self-isolating 'bubble' situation, calls should only be made from school in a communal room e.g. staff room or ICT suite. When using Google Meet, please record calls.
- Ensure that parents are aware that the call is happening. When telephoning, speak to parents first. When using Google Meet, ensure parents are present for at least the start of the call.
- Never call from home and never from their mobile phone unless the number is blocked. Parents of children should never have access to your phone number or email.
- Report any safeguarding concerns immediately to the DSL

Returning to school

Upon returning to school after a period of isolation, teachers should take time to ensure that there are no emotional or mental health concerns with their pupils. Any issues that do arise should be raised with the necessary members of staff. Adults should also be vigilant to any safeguarding issues that may have arisen in the period of time away from school. The safeguarding policy must be referred to and school procedures followed in such cases.

Finally, teachers should plan to assess the work completed during the isolation period and to catch up with work that has been missed.

Leadership Team

It is the leadership team's role to keep up to date with the latest government guidance and disseminate this to staff. The leadership team will also maintain a strategic view and monitor the usage and effectiveness of remote learning and will also contact families where necessary. Finally, the leadership team will be responsible for any technical issues that staff or families may face and be on hand to deal with them.

Admin Team

The admin team will be responsible for maintaining an up-to-date list of children who are isolating and therefore require access to remote learning. They will also contact parents if necessary.

Remote Learning Crib Sheet

Situation A: A child/children are off school with any illness

Action: No work should be sent home or communications made unless otherwise directed

Situation B: A child/children are isolating or shielding following a positive test in the household (i.e. they will be off school for an extended time)

Action:

Communication
<ul style="list-style-type: none"> Teachers should contact parents and/or pupils to inform them of how learning will take place, ideally this will be done the day before. Staff should be on hand to answer questions from children at home at least once per day via Google Classroom Teaching staff should contact home at least once per week if absent for an extended period. The purpose of this is to check on the child's wellbeing, answer questions and ensure children are completing work. Please follow safeguarding guidelines
Setting classwork
<p>Work should be made available for every day – this may or may not be the same work that is being done in class.</p> <p>Classwork should be:</p> <ul style="list-style-type: none"> Accessible to all of the class – children with EHCP must be catered for, separately if necessary Not reliant on resources children may not have access to at home, including printers. As closely linked to planning as possible, i.e. based around what children would be doing in school rather than random activities Explained and demonstrated, using examples where necessary <p>In EYFS, the materials needed for parents to work with their children should be made available and explained to parents.</p>
Marking and feedback
<ul style="list-style-type: none"> All work that is handed in must be returned to the pupil Work should be commented on and feedback given where necessary
Sending work home
<ul style="list-style-type: none"> Pupils who do not have access to technology should have work of an appropriate standard sent home

Situation C: An entire ‘bubble’ is isolating, including staff (provided neither are ill)
NB - in this situation, staff are expected to work their full contracted hours. **See timetable for more details**

Action:

Communication

- A member of staff should be available at several times throughout the working day to speak to children, write and respond to messages as well as set and mark work.
- Teaching staff should contact home or pass names to the office if children have not been engaging with work. Please follow safeguarding guidelines.

Setting classwork

- In this situation, staff are expected, where possible, to teach ‘live.’ This means that staff should communicate directly through Google Meet, sharing either video or screen (e.g. a PowerPoint presentation). Although they may not be on a live video for the entire lesson, they should be available to answer questions and feedback to children.

Classwork should be:

- Accessible to all of the class – children with EHCP must be catered for, separately if necessary
- Not reliant on resources children may not have access to at home, including printers.
- As closely linked to planning as possible, i.e. based around what children would be doing in school rather than random activities
- Thoroughly explained, using videos where possible and with “classroom quality” models, examples and instructions. These should represent a similar amount of work as a normal school day would entail

Marking and feedback

- All work that is handed in must be returned to the pupil
- Work should be commented on and feedback given where necessary

Sending work home

- Pupils who do not have access to technology should have work or an appropriate standard sent home
- A list of pupils who are not working through Google Classroom must be kept and updated as necessary

Situation D: A teacher is isolating following a positive test or close contact with an individual who has tested positive (where the teacher themselves is not unwell)

Action:

Communication

- Teachers need to be in daily contact with the school, including support staff in their year group and/or phase leaders.
- Using Google Classroom, teachers should feedback to children on the work they have been set and communicate with groups or individuals as necessary or appropriate

Setting classwork

- Teachers are still responsible for planning and making resources available to staff who are covering in school. This means that planning and resources for the day/week should be made available and that planning for subsequent weeks (i.e. what would be done during PPA time) should also be completed.
- This needs to be communicated in good time to staff in school who can print or prepare work as necessary

Marking and feedback

- Work set on Google Classroom should be marked and feedback given by the isolating teacher where necessary