



Diocese of Chelmsford Vine Schools Trust

# Remote Learning Policy

This policy is a mandatory policy for all Vine schools and must be implemented with no amendments.

**"I am the vine; you are the branches.  
If you remain in me and I in you, you will bear much fruit"  
(John 15:5)**

|  |                              |
|--|------------------------------|
| The Diocese of Chelmsford Vine Schools Trust |                              |
| Approved by:                                 | The Vine Schools Trust       |
| Signature:                                   | Emma Wigmore<br>CEO          |
| Date:  | 9 <sup>th</sup> October 2020 |

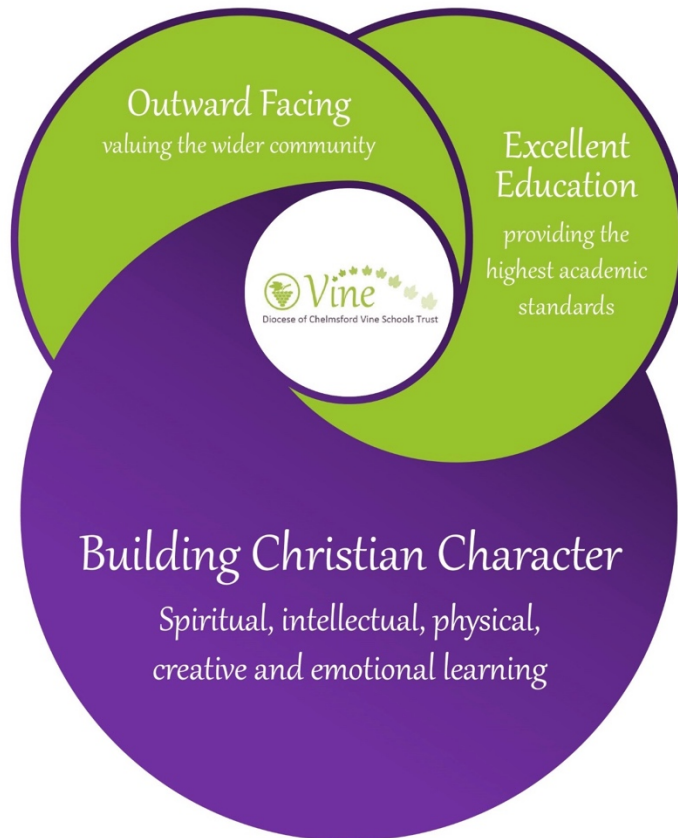
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Diocese of Chelmsford Vine Schools Trust

## Vision & Values

- V** Valuing every person
- I** Inspiring great teaching
- N** Nurturing academic excellence and Christian Character
- E** Excelling, unlocking great potential



1. Introduction .....5

2. Aims .....5

3. Who is this policy applicable to? .....5

4. Content and Tools to Deliver This Remote Education Plan .....5

5. Home and School Partnership .....6

6. Role and Responsibilities .....6

7. Links with other policies .....8

## 1. Introduction

The Vine Schools Trust places great emphasis on high expectations of work and behaviour. Positive relationships and caring attitudes between all of the school community are highly valued. Vine Schools Trust schools always strive to be creative, innovative and support all parents/children in the best way possible to make learning purposeful and holistic. This policy for remote learning continues this.

## 2. Aims

This Remote Education Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through use of quality online and offline resources and teaching videos;
- Provide clear expectations members of the school community with regards to delivery high quality interactive remote learning;
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support;
- Consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher);
- Support effective communication between the school and families and support attendance.

## 3. Who is this policy applicable to?

- 3.1. Every individual school in the Vine Schools Trust;
- 3.2. A child (and their siblings if they are also attending the school) who is absent because they are awaiting test results and the household is required to self-isolate. In this instance the rest of their school bubble will be attending school and being taught as normal;
- 3.3. A child's whole bubble who are not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families when they are absent due to Covid related reasons, a bubble has needed to be shut or in the event of a local or national Lockdown.

## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan may include:

- Online tools such as for EYFS, KS1 and KS2 (*Tapestry - Class Dojo – Seesaw - J2 – Microsoft Teams/Education, You Tube, and Zoom*). These resources will also be used for staff CPD and information sessions for parents.
- Use of Recorded video (*or Live Video*) for Start of Day registration, instructional videos and collective worship;
- Phone calls home;
- Printed learning packs delivered, collected or emailed;
- Physical materials such as story books and writing tools.
- Use of BBC Bitesize, Oak Academy, and other school subscriptions where available.

The detailed remote learning planning and resources to deliver this policy can be found on each school website usually on the Class pages including:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents

## 5. Home and School Partnership

- 5.1. All schools in the Vine Schools Trust are committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.
- 5.2. When possible, each school will provide an online training and induction for parents on how to use Microsoft Education and Clasdojo and any platform used as appropriate.
- 5.3. Where possible, it is beneficial for children to maintain a regular and familiar routine. It is recommended that each 'school day' maintains structure however it is appreciated that this may not always be possible. Timetables for the day will be provided but do not need to be followed religiously.
- 5.4. Parents are encouraged to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.
- 5.5. Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and where possible alternative solutions will be found. These will be discussed on case-to-case basis.
- 5.6. Where particular issues with IT hardware and WiFi connectivity is reported then schools will endeavour to support families with any appropriate strategies that may be available to them at the time.

## 6. Role and Responsibilities

The responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.

### Teachers

1. When providing remote learning, teachers will be available between 9.30am and 3.30pm
2. If they are unable to work for any reason during this time, for example due to sickness another member of staff where possible will be available to respond to learning. Some elements of remote learning may not be possible if this is the case.
3. When providing remote learning, teachers are responsible for:
  - a) Setting work:
    - Teachers will set work for the pupils in their classes.
    - The work set will follow the usual timetable for the class had they been in school, wherever possible
    - Weekly/daily work will be shared via the platform being used such as class dojo or Microsoft Education.
    - Teachers in Nursery (if there is one) will be set work via Tapestry or an appropriate alternative.
  - b) Providing feedback on work:
    - Reading, writing and maths work, which is submitted by 1pm usually will be responded to by 5pm.
    - All curriculum tasks submitted by 3.30pm will be commented on by the end of the week.
  - c) Keeping in touch with pupils who aren't in school and their parents:
    - If there is a concern around the level of engagement of a pupil/s parents will be contacted via phone to assess whether school intervention can assist engagement.
    - All parent/carer emails should come through the school admin account – available on the school website.

- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL.

## **Teaching Assistants**

- a) Teaching assistants must be available during their usual working hours.
- b) 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.
- c) During the school day, teaching assistant must complete tasks as directed by a member of the SLT.

## **Senior Leaders**

- a) Alongside any teaching responsibilities, senior leaders are responsible for:
- b) Co-ordinating the remote learning approach across the school including liaising with staff about engagement
- c) Monitoring the effectiveness of remote learning such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- d) 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 Vine Schools Trust Child Protection Policy.

## **IT Support Team – Zen Zero**

IT technicians are responsible for urgently responding and:

- a) Fixing issues with systems used to set and collect work
- b) Helping staff with any technical issues they're experiencing
- c) Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- d) Assisting pupils and parents with accessing the internet or devices

## **The SENCO**

- a) Ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- b) Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- c) Identifying the level of support required and seeking to provide or arrange for it.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- a) Complete work to the deadline set by teachers
- b) Seek help if they need it, from teachers
- c) Alert teachers if they're not able to complete work

- d) To follow the home school learning agreement
- e) Staff can expect parents with children learning remotely to:
- f) Make the school aware if their child is sick or otherwise can't complete work
- g) Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

### **Local School's Board**

The local governance board is expected to:

- a) Monitor the school's approach to providing remote learning in ensuring the school is aiming at least a 'good' level of education to all pupils.
- b) Ensuring that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

## **7. Links with other policies**

This policy is linked to the following Vine Schools Trust policies:

- a) [Behaviour Policy](#)
- b) [Child Protection Policy](#)
- c) [Data Protection Policy](#)
- d) [E-Safety Policy](#)
- e) [Social Media Policy](#)
- f) [Code of Conduct](#) (for staff)

END