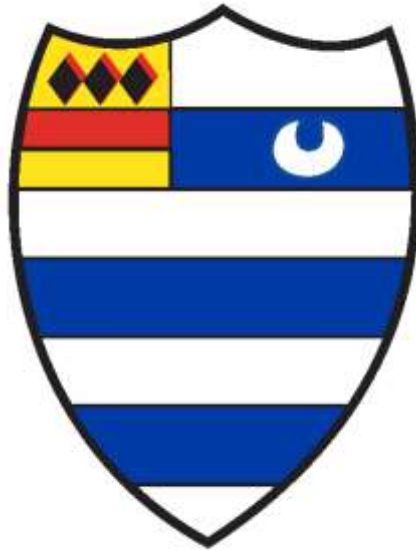


Stanford Junior and Infant School



REMOTE LEARNING POLICY

*“Living Together,
Learning Together”*

Prepared by Senior Leadership Team: June 2020
Approved by Policy Committee: June 2020
Last Review: March 2021
Date of next Review: June 2021 or earlier if needed

INTRODUCTION

This policy has been written in light of the Covid-19 outbreak which saw national and local lockdowns in place, children and staff self-isolating and the need for education to be of high quality and consistent both in school and at home. Stanford Junior and Infant School is committed to providing continuity of education to its pupils and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy, and able to work as normal from home or at school. Where a class, group or small number of pupils need to self-isolate, or there are local restrictions requiring pupils to remain at home, Stanford School has ensured it has the capacity to offer immediate remote education, as per current DfE guidance/Direction.*

AIMS

- Continue to provide an ambitious and broad curriculum in all subjects
- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Please note that this policy has been created with regard to advice and guidance received from Department for Education (DfE)

A FLEXIBLE APPROACH

We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more - and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge.

Due to this we are providing a flexible approach to remote learning. **

The Government recognise that schools vary significantly in context. They note that, 'what works well in one type of school may not be suitable for other kinds of school.' ***

Stanford School ensures that the remote learning curriculum is aligned to the school curriculum through careful planning and assessment.

The staff remote learning lead is Mrs Smith and any concerns, questions or feedback can be communicated with her through the school office or by email from staff and colleagues.

STATEMENTS FOR LEARNING

- Remote learning to be started straight away (pack, school website, Microsoft Teams)
- Remote learning at school mirrors the learning offered on site, during a country/local area lockdown or when a child is self isolating?

- Remote Learning is planned carefully and is well-sequenced so that knowledge and skills are built incrementally. Clear, frequent explanations are delivered along with bespoke learning tasks so that the needs of all pupils are met
- Stanford Junior and Infant School Remote Learning platform is Microsoft Teams, supplemented by our school website and of course our check-in class, resources and regular communication
- Work to be set for the whole class, on a daily basis, to allow children to access at home. For those who are attending school, the same/similar lessons will be taught in school.
- During a national lockdown, work will be set and go live on Teams, every morning, by 0730.
- Online/ recorded videos are used regularly along with a wide range of teaching and learning resources are used to support the education of our pupils and include, for example:-

- ❖ Maths - White Rose Maths and Number Blocks / X Tables Rockstars
- ❖ Reading - 2 E- books will be set each week for your child and they will also be able to access the free 100 EBooks on Oxford Owl online scheme amongst other sources
- ❖ Writing - Literacy Shed or other schemes of learning
- ❖ Spelling/Phonics - using Phonic videos by Ruth Miskin, specified (you tube) clips and Spelling Shed
- ❖ Other foundation subjects- learning linked to the year group curriculum - Using the Oak National Academy, BBC Bite Size and other sources
- ❖ Computing - using Purple Mash and Oak Academy
- ❖ Topmarks
- ❖ PE videos, Go-Noodle, Joe Wickes, Cosmic Yoga etc
- ❖ Fine motor Skills- Dough Disco
- ❖ David Attenborough Nature Video

- 3 hours of work/ activities will be set daily for EYFS and Key Stage 1 pupils
- 4 hours of work/ activities will be set daily for Key Stage 2 pupils

Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. (DfE Restricting attendance during the national lockdown: Schools, Jan 2021)

- Class teachers will provide approximately three or four differentiated activities per day for their pupils- Maths, English, Topic, Wellbeing etc This would equate to a minimum of 3 hours remote learning a day for KS1 and 4 hours at KS2
- Class teachers are responsible for differentiating groups for the children in their class: Spelling Shed, TT Rockstars, other subjects
- Staff will check daily who is accessing their remote learning on Microsoft Teams
- Stanford Junior and Infant School will use a range of resources (Literacy Shed, White Rose, Pobble, Oak Academy etc) to provide activities and lessons

- Children will be provided with logins for all resources used: Microsoft Teams, Spelling Shed, TT Rockstars and Big Cat Collins
- Children will have a deadline to complete the activities which ensures teachers can monitor and provide feedback where required.
- Staff will use a range of assessment for learning strategies to gain feedback in order to inform the next step in their planning and learning
- Feedback by the class teacher will be provided, on a regular basis, via Microsoft Teams or by telephone call
- Parents are responsible for ensuring children complete work if the child is unable to attend school
- Where a teacher is in isolation, and well enough to work, they will continue to provide work via Microsoft Teams on a daily basis
- SLT will ensure all staff have the required training and CPD opportunities to allow interaction, assessment and feedback while pupils are either self-isolation or the country/area is in a national lockdown.
- Provision for pupils with SEND will be made via Providing a bespoke learning pack full of practical resources aligned to My Plans and key targets. Suitable tasks set on Microsoft Teams for pupils to access. Communication between parents and teachers will be key in ensuring children and parents are able to access learning at home, we will ensure that regular phone calls and check-ins occur between school and home.

Social and emotional wellbeing support

We will continue to be dedicated in supporting all children's mental health and emotional wellbeing during remote teaching. Pupils will have regular check in phone calls by a member of the school staff. We will also be providing opportunity for peer interaction to enable relationships with peers already fostered, to continue. Sessions with Learning Mentors will continue to be offered (*parental consent required*) on a remote basis through real-time sessions via Microsoft Teams. These sessions will run in an afternoon to avoid disruption to their key learning opportunities and will include a range of support programs to meet the children's needs. School Nurse Referrals will also continue. Through teacher monitoring, parents will be able to discuss any concerns they have about their child's SEMH by contacting the school office email. Our school website continues to have resources to support SEMH also.

Wellbeing for Families

It is also important that you take care within your family at this uncertain time. Please see the school Mental Health and Wellbeing page for useful tips and guidance's on how to stay well. On this page you can find the Place2Be Wellbeing website and also our Action for Happiness monthly Calendar.

Please see appendix A and B for example Timetables for both EYFS/KS1 and KS2 As well as the resources in our Remote learning Action Plan (Appendix C), we continue to collaborate in a variety of ways: video assemblies, messages, whole cohort activities such as art competitions and peer interaction videos.

DEVICES

In certain cases, pupils may be eligible to apply to loan a device and/or 4g Wifi router. If you do not have access to any device, please apply to loan a device by emailing office@stanfordschool.co.uk

If pupils are eligible for a device, parents will be asked to complete the Schools ICT equipment loan agreement form which will need to be signed by parent/cares for each item loaned out: Laptop, charge, case, Wi-Fi router.

SITES AND SERVICES:

We are currently delivering remote learning through a range of sites and services, most of which are part of our usual online provision for children. We may use any of these during unprecedented times:

Microsoft Teams where staff can upload work, create discussions and also communicate with the pupils within their class is in place. Each pupil has received a log in and staff and pupils have received training and support to use this system. Parents/carers have received information about how to access Team also along with detailed information about Stanford's remote learning plan. This details the resources available for use.

Purple Mash (Whole School) provide a full range of software for learning activities across the curriculum <https://www.purplemash.com/sch/stanford-dn37>

Differentiated Math and English activities from Hamilton's Trust can be completed through the school website, Times Tables Rock Stars (Year 2 to 6) www.ttrockstars.com

Spelling can be practised through Spelling Shed (Year 2+) www.spellingshed.com/

E-books and other links will also be shared eg BBC Bite Size, Oak National, safer internet resources and maths/English games etc. Big Cat Collins Logins where teachers will upload 2 books per week

We may try and make use of other subscriptions as time goes on. Further details will follow as necessary. If you require further support with any of these, please get in touch with the school office office@stanfordschool.co.uk

Any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements. See our related policies.

INTERACTION:

We are keen to make remote learning an interactive experience. Our provision is in line with recent research, Education Endowment Foundation****.

We ensure the elements of effective teaching are present.

Staff are experienced, trained and dedicated. They ensure effective explanations are shared that build on pupils' prior learning and is assessed.

Mentor meeting discussions and regular communication with parents/carers have ensured information about pupils' access to technology is shared with the school.

Collaborative approaches and peer interaction generally involve older learners but some peer interaction can be organised, where appropriate at the discretion of the Headteacher, such as peer marking and feedback.

Assessing pupils' progress is important and valuable. Teachers can use (online) quizzes or tests on core content as a regular feature to monitor progress. Teachers can create regular pre and post lesson quizzes.

Stanford School promotes regular opportunities for the pupils to reflect on their work and to consider the strategies they will use if they get stuck. Supporting pupils to work independently can improve learning outcomes.

Approaches to remote learning vary widely and have different strengths and weaknesses. Staff will use the approach best suited to the content they are teaching and the age of the pupils. For example, using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge along with other forms of assessment too.

Staff and school leaders use their professional judgment in determining the support and resources they provide their pupils and how best to monitor its impact on learning.

Staff will consider the length of screen time suggested and offer a variety of daily online and offline learning activities across the curriculum so that pupils can work their way through tasks as and when they are able.

Communication between staff and pupils / families must be through the authorised school systems and not through email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

Due consideration should be put in by staff before sharing photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding.

We would strongly recommend that staff avoid using personal devices and should only use school provided equipment.

EDUCATIONAL PROVISION:

Staff at Stanford teach an ambitious and broad curriculum.

When needed, remote learning is of high quality, safe and aligns as closely as possible to in-school provision.

While we understand that remote learning may be easier for some families than others, we no doubt all agree that keeping regular learning going during the period that schools are closed is of importance to reduce the impact on children's education. Pupils are given the support they need to master the curriculum and so make good progress.

Staff will post daily work for their class on Microsoft teams. This will outline a range of online and offline learning activities in a variety of subject areas and contain tasks and links to follow (in any order and at a time that suits).

When Microsoft Teams is being used, staff may leave a message for the class or give extra details or examples as necessary.

Younger pupils and/or those with particular needs may require support with specific areas e.g. early reading and phonics. Access to appropriate reading materials is in place through books to take home and a selection of new e-books and Big cat Collins.

Individualised planning may need to be implemented to support pupils with special educational needs and disabilities.

SPECIFIC POINTS FOR EARLY YEARS FOUNDATION STAGE AND KEY STAGE 1 AND 2

For pupils in Reception, teachers will focus on the prime areas of learning and will also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Outdoor learning is also a key element of the Early Years Provision where opportunities for outdoor learning are embedded into the curriculum.

For pupils in key stages 1 and 2, Class teachers are expected to prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so they read widely, and developing their knowledge and vocabulary. The curriculum at Stanford will remain broad and ambitious, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, physical education/sport, religious education and relationships and health education.

SAFEGUARDING AND REMOTE LEARNING:

With the increased use of digital technologies that comes with remote learning, safeguarding implications need careful consideration. Where live sessions are taking place, specifically nurture sessions, an additional member of staff will be present in the room and the lesson will be recorded for both the pupil and staff members safety.

Parents are advised to spend some time speaking with their child(ren) about online safety and reminding them of the importance of reporting to an adult anything that makes them feel uncomfortable online. While we will be doing our best to ensure links shared are appropriate, there may be tailored advertising which displays differently in your household or other changes beyond our control.

Online safety concerns should still be reported to the school Office as normal.
office@stanfordschool.co.uk

The following websites offer useful support:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse In addition, the following sites are an excellent source of advice and information:
 - Internet matters - for support for parents and carers to keep their children safe online
 - London Grid for Learning - for support for parents and carers to keep their children safe online
 - Net-aware - for support for parents and careers from the NSPCC
 - Parent info - for support for parents and carers to keep their children safe online
 - Thinkuknow - for advice from the National Crime Agency to stay safe online
 - UK Safer Internet Centre - advice for parents and carers

If parents have any safeguarding concerns that need discussing, they can contact the school and speak to our Designated Safeguarding Lead, Mrs Smith or our Deputy Safeguarding Lead, Mrs Hackfath where they will get in touch.

Staff should continue to be vigilant at this time and follow our usual online safety and safeguarding / child protection policies and procedures, contacting a safeguarding lead directly by phone in the first instance.

DATA PROTECTION

When accessing personal data, all staff members will:

- All staff have access to Cpoms to record any parent contact or concerns about children; this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via Scholar Pack using a secure password. Do not share any details with third parties and ensure Scholar is logged off.
- School laptops are the school's preferred devices to be used when accessing any personal information on pupils.

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

These tips are based on our article on the [GDPR and remote learning](#). Talk to your data protection officer for more help, and your IT staff if you want to include details on how to put these measures in place.

- 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
- Keeping operating systems up to date - always install the latest updates

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- 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

PREVENT DUTY STATEMENT

On 1 July 2015 the Prevent duty (section 26) of The Counter-Terrorism and Security Act 2015 came into force. This duty places the responsibility on local authorities and schools to have due regard to the need to prevent people from being drawn into terrorism.

Stanford Junior and Infant School is fully committed to safeguarding and promoting the welfare of all its pupils. As a school we recognise that safeguarding against radicalisation is as important as safeguarding against any other vulnerability.

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We believe that children should be given the opportunity to explore diversity and understand Britain as a multi-cultural society; everyone should be treated with respect whatever their race, gender, sexuality, religious belief, special need, or disability.

As part of our commitment to safeguarding and child protection we fully support the government's Prevent Strategy and endeavour to uphold its principles through the teaching and learning at Stanford.

FGM/ FEMALE CIRCUMCISION & CUTTING

It has been estimated that over 20,000 girls under the age of 15 are at risk of FGM in the UK each year, and that 66,000 women in the UK are living with the consequences of FGM. Female genital mutilation (FGM) is a growing cause of concern in schools.

FGM is child abuse and a form of violence against women and girls, and therefore it is dealt with as part of existing child and adult safeguarding/protection structures, policies and procedures. It is illegal in the UK to subject a child to female genital mutilation (FGM) or to take a child abroad to undergo the procedure - Female Genital Mutilation Act 2003. Despite the harm it causes, FGM practicing communities consider it normal to protect their cultural identity. The age at which girls are subject to FGM varies greatly from shortly after birth to any time up to adulthood. The average age is 10 to 12 years.

Any female child born to a woman or has a sister who has been subjected to FGM will be considered to be at risk, as much as other female children in the extended family. Any information or concern that a child is at risk of FGM will result in a child protection referral to Multi Agency Support Hub.

POLICY REVIEW

Policies are reviewed according to either:

- The review date identified in the monitoring and evaluation policy
- A change in Statutory requirements
- A School Development Plan initiative
- Post- OfSted Action Plan
- Educational research developments
- Change in teaching strategies or initiatives

MONITORING AND REVIEW

This policy will be reviewed by the Headteacher and governing body on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Please read this policy in conjunction with the Remote Learning Action Plan at Stanford Junior and Infant School (Appendix C)

Signed By



Chair of Governors:

Date: March 2021



Headteacher:

Date: March 2021

Review Date	Amendments	Approved Date
June 2020	Policy Approved	July 2020 - Email
November 2020	Policy Amended	November 2020 - Email
January 2021	Policy Updated	January 2021
March 2021	Policy Updated (LM)	March 2021

References

* The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction (October 2020)

** Education Endowment Foundation, Supporting Parents and Carers at Home

*** Remote education good practice (October 2020)

**** Education Endowment Foundation, Remote Learning, Rapid Evidence Assessment (April 2020)

Appendix A

Example Timetables

Foundation Stage/Key Stage 1

	Fine Motor Activity	Maths Learning	Phonics	English Learning	Let's get Active	World Topic Learning	Celebrate your day
Monday	Dough Disco https://www.youtube.com/watch?v=mr0BfOHjBiM	See Teams Top Marks: have a go at this shape game https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns	Ruth Miskin Phonics Today's sound 'ay' 'May I play?' https://www.youtube.com/watch?v=4CJ9wAELD_4&list=PLKuMkw6z0qIDRIYH8ccP1LNcrJLzq2utQ&index=8 Use your sound cards to help you make your own words with the 'ay' sound.	See Teams	Today's Super Simple Song Sing a long and learn, Head Shoulders Knees and Toes https://www.youtube.com/watch?app=desktop&v=RuqvGiZIOgg	See Teams	Shake your Sillies Out Give your body a break and get dancing https://www.youtube.com/watch?v=txAy0EFMF64
Tuesday	Fine Motor cutting skills https://www.youtube.com/watch?v=CjPKgDWVh_o Can you cut along straight and wiggly lines?	See Teams Top Marks: have a go at underwater counting to 10! https://www.topmarks.co.uk/Search.aspx?Subject=37	Ruth Miskin Phonics Today's sound 'ee' 'What can I see?' https://www.youtube.com/watch?v=Kgvlszdfstk&list=PLKuMkw6z0qIDRIYH8ccP1LNcrJLzq2utQ&index=9 Ask your child to make the words with their cards: weep, peep, keep, sleep, sheep. Can they draw a picture to go with each word?	See Teams	Today's get active is Just Dance Pirates https://www.youtube.com/watch?v=oe_HDfdmnaM	See Teams	Have a go at relaxing Cosmic Yoga Tiny the T-Rex https://www.youtube.com/watch?v=rn1DBKb2S78

Appendix B

Key Stage 2 example

Mon	Mini Maths Spelling Shed	Reading – Literacy Shed Can I infer and deduce information?	Grammar New weekly spellings Can I use punctuation for parenthesis?	Maths – White Rose Recap Decimals Pre-Assessment Can I recognise decimals to 2dp? Arithmetic x10 Qs TT Rockstars		Quiet Reading	Science – Oak Academy Can I show an understanding of how fossils give evidence for evolution? https://classroom.thenational.academy/lessons/how-do-fossils-provide-evidence-for-evolution-6gt3ce	<i>Newsround</i>	
Tue	Mini Maths Spelling Shed	Reading – Big Cat Collins	English – Literacy Shed Can I identify the key features of a persuasive letter?	Maths – White Rose Can I recognise thousandths? Arithmetic x10 Qs TT Rockstars	PSHE Taskmaster Activities	PE https://www.youtube.com/watch?v=YL6czJOYP https://www.premier-education.com/stay-active/	Computing https://classroom.thenational.academy/lessons/modifying-spreadsheets-cgu3gd	<i>Newsround</i>	
Wed	Mini Maths Spelling Shed	Reading – Literacy Shed Can I skim and scan a text?	English – Literacy Shed Can I write a persuasive letter?	Maths – White Rose Can I solve problems to 3dp? Arithmetic x10 Qs TT Rockstars	GPS Spellings – dictionary skills	Quiet Reading	Topic - PlanBee Can I investigate medieval medicine and the events during the Black Plague?	<i>Newsround</i>	
Thur	Mini Maths Spelling Shed	Reading Can I summarise information?	English – Literacy Shed Can I create a book cover and blurb for 'Treasure'?	Maths Can I multiply by 10, 100 and 1000? Arithmetic x10 Qs TT Rockstars	GPS Spellings – handwriting skills	Quiet Reading	Music - Oak Academy https://classroom.thenational.academy/lessons/to-understand-the-difference-between-three-and-four-time-crkcac	French Can I	<i>Newsround</i>
Fri	Mini Maths Spelling Shed	SMSC David Attenborough https://eden.uktv.co.uk/	Grammar Command, statement, question?	Maths – White Rose Can I divide by 10, 100, 1000? Arithmetic x10 Qs TT Rockstars	Spelling Quiz	Quiet Reading	RE – Oak Academy https://classroom.thenational.academy/lessons/how-did-hinduism-begin-and-develop-as-a-religion-71k38t	Art – Frida Kahlo Project	<i>Cosmic Yoga</i>

Appendix C

See Remote Learning Action Plan- Helpful Overview for Parents