

Oasis Academy Temple Remote Learning Handbook



Approved by: Academy Leadership Team

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1. Aims

This Remote Learning Policy aims to:

- 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 and Safeguarding

2. School or Class Closure

Following advice from the local health team or in the event of local or national lockdown it may be necessary to close part or all of the school. In the event of closure the school will resume immediate remote learning for pupils.

When providing remote learning the school will work to ensure that pupils' have access to high quality learning from home so that where possible they are able to continue their education to the fullest extent. Teachers and support staff will work to ensure that learning provided adheres to the principles below set out by the Department for Education.

Remote education

The remote learning offer for pupils will:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is in line with the curriculum pupils would receive in school
- give access to high quality remote education resources including videos for lessons
- use google classroom to provide interaction, assessment and feedback for pupils
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access, or invite these children into school where appropriate

- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and therefore adapt the offer as appropriate, including by inviting these pupils into school
- expect pupils to complete roughly the same amount of work they would be completing in school (minimum 3 hours, more where appropriate).

3. When teaching pupils remotely teachers (and Teaching Assistants under the direction of the class teacher) will be expected to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects in parallel with the timetable that would have been offered at school. The adaptations will be on the schools Weekly Overview proforma.
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- Provide a daily timetable as soon as children are sent home for remote learning
- provide a video resource for each lesson so that all pupils can access the content and task appropriately
- Save all the planning on TEAMS – Teaching and Learning – Planning 2122 folder
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks, checking pupils' learning as they progress and providing feedback in line with school expectations
- provide a live 30-minute check in session daily at a specific time for pupils for Maths and for English
- Mark and provide individualized feedback to pupils on the outcome of their learning activities
- check pupil engagement daily and follow up with parents within 48 hours if a pupil does not submit the required tasks
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- Keep a record of daily Kit calls for the class
- Ensuring high quality work is set for children linked to the learning taking place in class for children who are isolating
- Direct teaching assistants to support the teaching and learning for the class
- plan a programme that is of equivalent length to the teaching pupils would receive in school including daily contact with teachers through Microsoft TEAMS.

4. Working Expectations

Daily duties:

- Teachers and TAs under the direction of their year group team should work to provide learning and pastoral support to their pupils in accordance with the principles above
- To be available to support pupils through TEAMS/Class Dojo/Tapestry/See Saw and respond to emails from 8:20 - 3:45 (excluding a 1 hour lunch break from 12-1)
- To post a morning welcome message at 8:40 each school day, greeting the children and outlining learning tasks for the day
- To carry out a 30 minute live session with pupils each day for Maths and English at a specific time to check engagement and offer any support needed.
- To monitor pupil completion of work; where a pupil has not engaged for two days in a row this should be escalated and parents should be contacted via email or telephone. The class teacher should call in the first instance but it should be escalated to your Department leaders if this is not successful. Where there is further support needed in the home this should be referred to the Department Leader.

Parent facing:

- If bubbles are sent home, teachers and TAs will make weekly KIT calls, updating the tracker on completion of phone calls. This can be done through TEAMS or using your own phone on withheld if you would prefer. All KIT calls for children on the schools vulnerable list to be recorded on CPOMS.
- To respond to parent queries via email or telephone within 2 working days. This should take place within the teachers and TAs working day.

Staff should contact their line manager if an adjusted working pattern is needed due to commitments at home.

5. Individual Children Isolating at home

Procedure:

- Class teacher will be informed of absence in the morning
- By 3:00pm, parents will be emailed by the department TA, the above template with the links which will cover the period of isolation
- Parents will be able to take a photo of work completed and email it back to the class teacher on Class Dojo
- Daily short feedback will be given via email

Remote Learning at Home Timetable	
Subject	Link to unit of work
Science	Oak National Academy link – unit of work
RE	Oak National Academy link – unit of work
History/Geography	Ark Curriculum booklet
Maths	White Rose unit of work
Writing	Oak National Academy link – unit of work
Reading	Oak National Academy link – unit of work
Phonics	Read Write Inc link
Art	Oak National Academy link – unit of work
Music	Oak National Academy link – unit of work



EYFS

Remote Learning at Home Timetable	
EYFS	
Link to unit of work	
Literacy	Teacher Recorded Video and task
Maths	Teacher Recorded Video and task
Phonics	RWInc Videos for Phonics
Understanding the World	Teacher recorded video, and task
PSHE	Teacher Recorded Video and task

EYFS Example:

Remote Learning at Home Timetable	
EYFS	
Subject	Link to unit of work
Literacy	Unit - Oak National Academy (thenational.academy) The Noisy House
Maths	Unit - Oak National Academy (thenational.academy) Grouping and sharing
Phonics	Learning blend https://schools.ruthmiskin.com/training/view/IX3DR3Q4/CGtZZxFf

	https://schools.ruthmiskin.com/training/view/lkshacrU/F7Qjupj6 https://schools.ruthmiskin.com/training/view/xfsDGPcd/avlRtoeL https://schools.ruthmiskin.com/training/view/w8rUoqxD/wNBirzqr https://schools.ruthmiskin.com/training/view/PazsHWbB/leV2xe3e
Understanding the World	Unit - Oak National Academy (thenational.academy) Feelings
PSHE	Unit - Oak National Academy (thenational.academy) Staying safe

6. Safeguarding

Adhere to the following safeguarding advice:

- Avoid appearing via video or using video content. Use voiceover or still images. Pre-recorded “How to” demos are acceptable e.g. modelling a technique or a “talking mock” in which the camera is focussed on work not staff.
- Warn others in your house when you are broadcasting online and avoid family members interrupting recordings.
- ALWAYS record your session. This will protect you from any form of allegation and recordings are automatically uploaded on the Team chat
- Use corporate language when communicating with pupils
- ONLY use OCL approved methods of on-line communication, in this case Microsoft teams and your Academy email address. DO NOT use any form of social media to engage pupils in their online learning
- Consider the safeguarding of each child you teach online. Listen for any cues that indicate a safeguarding concern and report these to your DSL as soon as possible. These cues may indicate:
 - Child abuse or neglect
 - Inadequate supervision at home
 - The impact of food poverty
 - The health status in a family and any young carer responsibilities they are having to pick up.
- Log any safeguarding concerns on CPOMS and report to DSL

7. Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Only use their official school email account and never use personal messaging systems;
- Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.

Sharing personal data

- Staff members are unlikely to need to collect and/or share personal data.
- However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Ensure laptops are taken home
- Keeping the device password-protected
- Making sure the device locks if left inactive for a period of time;
- Not sharing the device among family or friends;

Keeping operating systems up to **date** – always install the latest updates

8. Links with other policies

This policy is linked to the school's following policies:

- Behaviour Policy
- Safeguarding Policy
- Data protection policy and privacy notices
- ICT and Acceptable Use Policy
- Staff Code of Conduct

9. Links to professional guidance, advice and support

Safeguarding and remote education during coronavirus (UK Government)

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Distance teaching and learning for primary teachers

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

Safe Remote Learning advice from the PHSE Association

<https://learning.naht.org.uk/news-and-opinion/news/curriculum-and-assessment-news/safe-remote-learning-in-pshe-education-advice-from-the-pshe-association>