



Remote Learning Policy

Ratified: January 2021
Chair of Governors: Marie Linnane
Review: January 2024

Remote learning Provision

The information within this policy is intended to provide clarity to parents and pupils about the expectation of remote learning where there is a national, local, or entire cohort needing to work remotely, as well as supporting individual children to learn remotely.

Cuffley School uses Google Classroom and its applications across all key stages to support online and remote learning. Each class has its own virtual classroom where daily information, lessons and activities, letters home and homework are posted. Children also use this provision whilst at school; therefore, the majority are familiar with the platform.

The Early Years Foundation Stage (EYFS) – Nursery and Reception - also use Tapestry which is an online learning journal accessible by both teaching staff and parents. When children and parents join the school, guidelines are available to support quick access to the platforms.

In the event of a need to work remotely, the classrooms are already set up and can be accessed immediately. An exemplar classroom is used by the staff in preparation for such an event to ensure consistency of provision and approach.

Remote Curriculum

Children will be taught the same curriculum as they would if they were at school. Work will be posted onto the Classroom with the learning intentions taken from the year group's curriculum overviews.

Adaptations will be made to the ways lessons are normally delivered, and the way learning intentions are presented, so that pupils can access the lessons easily.

Examples of the ways lessons can be presented and adapted include:

- Annotations added to PowerPoint presentations either verbally or in textual form
- Videos of teachers modelling the lesson's intentions, which will be detailed and specific
- Live Zoom lessons will be used so that children have access to lesson content and intentions
- Support videos and live conferences will be used to support learning, feedback and assessment
- Recorded teaching from government approved websites can be uploaded to support a lesson sequence e.g. Oak Academy and the BBC
- Uploaded PowerPoints and lesson sequences may be prepared by teachers using a variety of Microsoft and Google tools, which will provide detailed instructions
- Videos recorded by the teachers from visualizers, to give step by step instructions
- Photographs of resources e.g. manipulatives will demonstrate the learning intentions and tasks

The above strategies and adaptations will ensure that pupils at Cuffley receive clear explanations for lessons and that new knowledge and skills can be delivered to the children at home. The principles of good teaching underpin the lessons and children are able to use both live, recorded and presented lessons to achieve the lessons intentions.

Wherever possible we aim to maintain as many aspects of school life as possible with the addition of assembly sessions, Forest School activities, Cuffley Crusader posts, mindfulness

activities and so on. The routine of a timetable and lessons that reflect a normal school week also help with this.

Continuing to teach all the subjects is the aim, however it has to be noted that some subjects are more challenging than others when working in the remote environment. Subjects where this is more challenging are those that normally require significant elements of practical work or specialised resources, for example science, technology, music, PE and computing. Here we may use video demonstrations and ready-made examples to accompany teachers' explanations and commentary. Resources available at school will not always be available at home, therefore some lessons may be more text-based than practical.

Year groups may have slightly differing variations and adaptations due the age and needs of the pupils and their families; this said the expectations will however remain the same.

Expectations

When being taught remotely, children at Cuffley will get meaningful and ambitious work each day. Across the week a variety of different subjects will ensure a broad and balanced curriculum. Each week we will follow a timetable reflecting the one at school. Daily maths and English lessons will ensure the coverage and progression of the skills in the core subjects. Remote education will include either recorded, live or lesson presentations equivalent in length to the core teaching pupils would receive in school. As a *minimum* that is:

Key Stage	Study Time each day
EYFS	1 hour a day - which should be broken up into small chunks
KS 1	3 hours a day
KS 2	4 hours a day
These hours include both direct teaching and time for pupils to complete tasks or assignments independently	

We realise that assignments at home may take longer to complete because of differing factors. Deliberate and detailed instructions, along with an estimated length of time needed to complete a session will allow flexibility as to when and how a task is completed. However, a routine mirroring the school day is encouraged. Please see Appendix 1 for School Expectations.

Accessing Remote Learning

Children can access remote learning via the Google Classroom or Tapestry. These platforms are supported by a variety of online tools and digital platforms that allow easy access to lessons and their intentions including:

- Zoom – live lessons, commentary on PowerPoints and lesson notes
- Mote – used for verbal feedback and assessment
- iMovie - recordings for lessons
- Google Meet – used for lessons and conferences
- Language Angels – a school subscription easily accessed by pupils
- Times Tables Rock Stars- a school subscription easily accessed by pupils
- The Oak Academy – pre-recorded lessons that can be used to support if suitable

- BBC – clips, links and online lessons that are selected to support Learning Intentions
- Phonics Play
- Oxford Owl online
- Herts for Learning resources

We recognise that some pupils will not have access to digital or online learning at home. If this is the case, the following approaches will be used to support children and their families to access home and remote learning:

- We have a limited number of laptops, provided by the government, and a small amount of refurbished staff laptops that can be lent to parents or carers. These will be allocated according to the guidelines specified by the Department for Education (DfE). Schools across the country are allocated a certain number of laptops based on need – the allocation is intended to enable the school to support disadvantaged children who do not already have access to a device. A loan agreement will need to be signed. ([Appendix 2](#))
- If pupils need access to hard copy learning packs we are able to provide these. These packs can be returned to the school office, once the work is completed, and assessed by the child's teacher.

Engagement and Feedback

Children are expected to engage with their online Classroom on a daily basis, initially registering online. They should then follow the lessons timetabled for them. If possible, they should follow the lesson sequence as if they are at school. This may not always be possible due to personal home circumstances, however if the teachers are kept informed adaptations and support may be available.

Parental support is invaluable during periods of remote learning. Children communicate with their teachers on a daily basis via private comments, live lesson and through their work. Parents are able to arrange to speak to the teacher via a phone call or email to the school office: admin@cuffley.herts.sch.uk The teacher will then contact the parent to discuss any issues. Wellbeing phone calls are made at the start of and during remote learning to assess any issues and offer support if needed.

All teachers will be available through the day to monitor the Classrooms. Work will be checked on a daily basis. Engagement with the Classroom will be closely monitored and children will complete a daily on-line register. Attendance of some Zoom lessons or conferences may be prescribed and others maybe optional. During live sessions, pupils will be asked to have their cameras on to their presence and as a matter of safeguarding. If there any concerns with engagement or attendance parents/carers will be informed along with the Senior Leadership or Designated Safeguarding Lead, if it is deemed necessary.

Feedback on the children's work can take a variety of forms. On Google Classroom comments can be left on individual work, depending on the way it has been submitted; private comments can be left about individual work or a block of work – these can be verbal (Mote) or written; whole class feedback can be given in live lessons or in conferences; parents can also be called to give feedback.

Assessment forms an integral part of all learning and lessons can be restructured and learning intentions revisited, depending on the outcomes of the work submitted by the children. Work can be returned electronically for the pupils to respond to and improve. Mote supports verbal feedback and also forms a part of our assessment process.

Google forms and quizzes can be used to precede or follow a lesson sequence as a form of assessment. During live teaching sessions, questioning forms part of the assessment for learning. Prior learning and assessments, preceding a need to teach remotely, also inform a lesson sequence.

Additional Support for Pupils

We recognise that some children, for example children with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. This would also be the case for younger children. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those children in the following ways:

- SEND pupils may have individual Google Classrooms so that adaptations are made discretely
- Lessons for younger children will be supported in different ways to older children e.g. more videos and shorter live lessons
- Hard copy packs of work instead of/in addition to remote learning
- Differentiated tasks for pupils of all levels to choose from – this would also support the more able pupils with challenging activities
- Specific adaptations and approaches can be tailored to support individuals with particular needs depending on their circumstances

Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate, but the majority of their peer group remain in school, the school will upload essential lesson information and support i.e. maths, English, and any other resources the child would be using at school on that day. Wherever possible, work at school and at home would be of the same ambition and learning intention.

Appendix 1

Home Learning Expectations

- Children should register via a Google form, assignment comment or Google Classroom question at a previously agreed time
- All work should be completed to a high standard following the school's expectations, including a date, learning intention (KS2 only) and clear, well-organised work
- Work should be submitted each day and all work should be completed
- Work can be submitted as a Google document, slide or picture. Google applications are preferable as these can then be commented on
- There is **no** expectation to print off any work unless you would like too. Work can be neatly handwritten too
- In EYFS observations can be uploaded in the usual way as well as on Google Classroom
- Children should ask for help when needed through a private message
- Classrooms will be monitored between 8.30am and 3.30pm
- Work can be submitted throughout the day – teachers will check at the end of the day (up until 4.30pm) and first thing in the morning
- Any questions or contact to a member of staff, should be directed to the school office by telephone or email on: admin@cuffley.herts.sch.uk . Emails should not be made to teachers' personal accounts in line with school policy.

Appendix 2

Device loan agreement

1. This agreement is between:

1) Cuffley School, Theobalds Road, Cuffley, Hertfordshire, EN6 4HN and

2) _____

and governs the use and care of devices assigned to the parent's child (the "pupil"). This agreement covers the period from the date the device is issued through to the return date of the device to the school.

All issued equipment shall remain the sole property of the school and is governed by the school's policies.

1. The school is lending the pupil laptop for the purpose of doing schoolwork from home. School work must be completed as set by the teacher/school. The school reserve the right to request the return of loaned equipment.

2. This agreement sets the conditions for taking a Cuffley school laptop home.

I confirm that I have read the terms and conditions set out in this agreement and my signature at the end of this agreement confirms that the pupil and I will adhere to the terms of loan.

2. Damage/loss

By signing this agreement I agree to take full responsibility for the loan equipment issued to the pupil and I have read or heard this agreement read aloud and understand the conditions of the agreement.

I understand that I and the pupil are responsible for the equipment at all times whether on the school's property or not.

If the equipment is damaged, lost or stolen, I will immediately inform the Headteacher – Wendy Wing, and I acknowledge that I am responsible for the reasonable costs requested by the school to repair or replace the equipment. If the equipment is stolen, I will also immediately inform the police.

I agree to keep the equipment in the same condition I received it and to return it to the school when asked to do so.

I will not leave the equipment unsupervised in unsecured areas.

I will make sure my child takes the following measures to protect the device:

- Keep the device in a secure place when not in use
- Don't leave the device in a car or on show at home
- Don't eat or drink around the device
- Don't lend the device to siblings or friends
- Don't leave the equipment unsupervised in unsecured areas

3. Unacceptable use

I am aware that the school monitors the pupil's activity on this device.

I agree that my child will not carry out any activity that constitutes 'unacceptable use'.

This includes, but is not limited to the following:

- Using ICT or the internet to bully or harass someone else, or to promote unlawful discrimination
- Any illegal conduct, or statements which are deemed to be advocating illegal activity
- Activity which defames or disparages the school, or risks bringing the school into disrepute
- Causing intentional damage to ICT facilities or materials
- Using inappropriate or offensive language.

I accept that the school will sanction the pupil, in line with our behaviour policy, if the pupil engages in any of the above **at any time**.

4. Personal use

I agree that the pupil will only use this device for educational purposes and not for personal use and will not loan the equipment to any other person.

5. Data protection

I agree to take the following measures to keep the data on the device protected.

- Keep the equipment 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)
- Make sure my child locks the equipment if it's left inactive for a period of time
- Do not share the equipment among family or friends
- Update antivirus and anti-spyware software as required
- Install the latest updates to operating systems, as prompted

If I need help doing any of the above, I will contact the school office on the email admin@cuffley.herts.sch.uk

6. Return date

I will return the device in its original condition to Cuffley School by a date requested by the school.

I will ensure the return of the equipment to the school if the pupil no longer attends the school.

7. Consent

By signing this form, I confirm that I have read and agree to the terms and conditions set out above.

PUPIL'S FULL NAME	
PARENT'S FULL NAME	
PARENT'S SIGNATURE	

NAME OF EQUIPMENT	DATE PROVIDED	DATE RETURNED
GeoBook GE114B -		
GeoBook Charger		
GeoBook Sleeve		