



GREAT ECCLESTON COPP  
CHURCH OF ENGLAND  
SCHOOL



REMOTE LEARNING  
POLICY

September 2020

Copp Cares

*"Let us love, not in word, but in truth and action." (1 John 3:18)*

*Talk to me and I will listen, show me and I will remember,*

*Involve me and I will learn, encourage me and I will thrive.*

*Copp, the village school, where everyone is special and where God will help us grow.*



## AIMS

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Ensure pupils unable to attend school remain fully included within the school community
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated into the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown

## ROLES AND RESPONSIBILITIES

### Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership Team will take direct responsibility for this, delegating tasks where appropriate. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

### Designated Safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning  
Please refer to Child Protection and Safeguarding Policy.

### Teachers and Teaching Assistants

When providing remote learning, staff must be available during their normal working hours.

If they're unable to work for any reason during this time, they should report this using the normal absence procedure.

When an individual is self-isolating and the rest of the class are in school, work will be provided but may need to be adapted to reflect the capacity of staff in that situation.

When providing remote learning, teachers, supported by teaching assistants, are responsible for:

#### **Setting work:**

- Teachers will provide learning for their current class or an individual within 24hrs of isolation
- EYFS - Learning and activities that develop all 7 areas of learning, including RE, to be sent home.
- KS1 and 2 - Daily Maths and English lessons plus 3 lessons for topic/science each week. Daily phonics lessons for KS1, 1 x Weekly PAG focus (KS2) , 2 x Spellings (KS2), 1 x RE
- Teachers will use a variety of resources including, White Rose Maths, TTRockstars, Spelling Shed, and Oxford Owls, as well as other resources identified by school curriculum leaders
- English and maths work will be set daily
- Teachers will outline the work daily via Class Dojo by 9am

**Providing feedback on work:**

- Pupils will upload work to Class Dojo (KS1/2)
- EYFS parents will upload learning evidence on Tapestry
- All work submitted will be acknowledged by the class teacher/teaching assistant. Feedback will be given for English and Maths on an individual, group or whole class basis. Feedback will be age appropriate

**Keeping in touch with pupils who aren't in school and their parents:**

- In the case of a national or local lockdown, teachers will communicate with pupils/parents every week
- In the event of a self/class bubble isolation, communication will be mainly via Class Dojo. If there has been no communication from a parent/child by day 2 of lockdown/self-isolation period starting, the class teacher will try to contact parent on Class Dojo. If still no communication by Day 3, teacher will try and make phone contact. SLT member will call parents/pupils on day 5
- Vulnerable pupils will be called weekly by a member of SLT
- Work posted by children between 8.30am - 3.30pm, staff will aim to respond on the same day, where possible.
- Teachers should respond to pupil/parent emails within 48hours

Subject Leaders

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject
- Ensure there is a progression of skills
- Review work set regularly

Pupils and Parents

Staff can expect pupils to:

- Engage in the learning set
- Post work to Class Dojo daily, supported by parents where necessary
- Ask for help and guidance, if needed

Staff can expect parents to:

- Support and encourage children in completing their learning, ensuring children know the importance of completing it
- Seek help and guidance from the school, if needed

Governors

The governors are responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

Completed by: M.Harding, Sept 2020