The LETTA Trust

Remote Learning Policy

Approved & adopted on:	Spring 2023	To be reviewed by:	Every 3 years
Reviewed by:	The Trust Board	Signed:	

Contents

1. Aims

To continue to provide an excellent standard of education for all pupils when they are learning at home.

The plan ensures that there is alignment between face-to-face and remote education, so that, should pupils need to learn at home, they can transition smoothly back into the classroom having followed the same curriculum sequence as their in-school peers.

This relationship between face-to-face and remote education will ensure that no child falls behind and will alleviate pressure on teachers due to changes in attendance.

2. Principles

Remote education will be available immediately should pupils require it. We will provide:

- High quality remote education provision that is meaningful and aligns with the face-to-face delivery of the curriculum on site
- Resources that are high quality, simple and accessible - easy to create and use. They are the same as those used in face-to-face teaching where possible
- Feedback and assessment of learning takes place daily in some form. This could be a phone or video call, interaction on Google Classroom or a live lesson
- A tailored offer to meet pupils' additional needs including for younger pupils and those with SEND

3. When planning remote learning consider the following:

- Digital access at home
- Skills of staff, pupils and parents and immediate training that may be required
- Guidelines for screen time, online safety and data protection
- Teacher workload, for example, the frequency of feedback and strategies to effectively use staff

4. How to teach a remote lesson

The key principles of teaching a remote lesson are the same as teaching a classroom lesson:

- Revisit prior learning
- Give a clear purpose for the learning
- Use explanation, demonstration, modelling and scaffolding
- Provide opportunity for guided practice and independent practice
- Feedback

It is essential that what is learned at home aligns with what is taught in school. Pupils could be set work to do at home that gives them opportunities to practise what has been modelled for them in the classroom.

Live teaching could be used effectively to introduce new content. Remember to introduce new content in small bite sized chunks. It is also a useful platform for providing group or class feedback.

1-1 conversations via phone or Google Meet are an effective way to provide feedback to pupils on their learning.

5. Features of remote learning:

- Pupils who are learning at home follow their normal timetable each day. This will be sent to pupils and/or parents as soon as the class teacher is aware that a pupil requires it
- All resources will be accessible on the website, through Google Classroom or they will be emailed to parents. Each year group will clarify this with pupils and parents and ensure that everyone has accurate login information
- Pupils may be given the opportunity to join live lessons. Teachers will need to invite pupils and/or parents as required

Remember to:
- Clearly name documents or clips including the date and the lesson subject. The name must match the information on the timetable, e.g. Monday 4 Oct Science
- Keep lesson activities and instructions simple and clear
- Pupils may take longer to complete the work when on their own. Where necessary, adjust the length of the lesson following feedback from pupils.
- Includes timing in the instructions, e.g. this activity should take 20 minutes
- Review relevant prior learning
- Explain the purpose of the lesson and given clear success criteria
- Explain key vocabulary (not too many words) and give pronunciation via recordings
- Provide worked examples for pupils to see before they complete an activity
- Give pupils the opportunity to put the learning into practice, e.g. in a quiz
- Provide feedback, this might be whole class email, individual emails, or via Google Meet with targeted groups or individuals

Strategies for different year groups:

YN & YR:
- Clear timetable including activities and vocabulary
- Live Teaching including story time
- Bank of videos for story time
- Phonics recording every phase and sound
- Parents in the role of teacher — instructional videos for parents when needed, and context of weekly learning included on the timetable.
- Making sure there are resources at home
- Big Cat books available online

Y1:
- Clear timetable including activities and vocabulary
- Live Teaching including story time
- Mathletics
- Purple Mash

- Bank of videos for story time
- White Rose
- Phonics recording every phase and sound
- Some use of Google classroom as appropriate
- Phonetically decodable books made available online and/or a borrowing service
- MyOn

Y2:
- Clear timetable including activities and vocabulary
- Phonics recording every phase and sound
- Live teaching including story time
- Mathletics
- White Rose
- Google Classroom
- Mathletics
- Purple Mash
- Phonetically decodable books made available online and/or a borrowing service
- MyOn

Y3-Y6:
- Clear timetable including activities and vocabulary; *including times of expected log-in for live teaching*
- Live teaching including story time
- Record videos
- White Rose - links to videos
- Mathletics
- Google Classroom
- Google Meet
- Purple Mash
- Accelerated Reader
- MyOn
- Oak National Academy resources

6. Data protection

Staff members may need to collect and/or share personal data such as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. The school will follow its data protection policy / privacy notice in terms of handling data.

However, staff are reminded to collect and/or share as little personal data as possible online, and to remind themselves of their duties in terms of data protection in accordance with the school's policies and procedures.

6.1 Keeping devices secure

All staff members and pupils will take appropriate steps to ensure school 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

7. Monitoring arrangements

This policy is reviewed every 3 years by the CEO. At every review, it is approved byThe Trust Board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy including internet acceptable use