



**Sheep Dip Lane  
Academy**



**Exceed Learning Partnership**  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

## **Home & Remote Learning Policy: Sheep Dip Lane Academy**



<b>Responsible Governing Board</b>	<b>Local Governing Board</b>
<b>Responsible Persons</b>	<b>Principal</b>
<b>Date of last review</b>	<b>January 2022</b>
<b>Review Date</b>	<b>January 2024</b>

## Version Control

<b>Version</b>	<b>Revision Date</b>	<b>Revised by</b>	<b>Section Revised</b>
V1			All sections – revised document

## Sheep Dip Lane Academy: Home and Remote Learning Policy Rewritten (from ELP policy established 2020) and ratified – October 2021, January 2022

### Introduction

For the purpose of this policy, learning from home has been divided into two sections:

**Home-learning:** Where the online platform, Seesaw (KS1 and KS2) or Tapestry (FS) is used to support pupils in securing knowledge or skills that have been taught in class. Home-learning is to be used as an extension of the classroom and will be utilised when pupils are in school.

**Remote Learning:** In the event of pupils having to self-isolate (and are well enough to carry out home learning), a class bubble is sent home or a local Lockdown, the online platform will be used as a virtual classroom where pupils and parents will engage in an adapted timetable of their usual daily lessons from home.

Where pupils are unable to access online learning and the appropriate equipment is not available home-learning and remote learning will be supplemented through Year Group specific packs.

### Aims

This home and remote learning policy aims to:

- Ensure consistency in the approach to home and remote learning for all pupils
- Set out expectations for all members of the school community with regards to home and remote learning
- Provide appropriate guidelines for data protection

### Purpose and Objectives

The purpose of this policy is to establish the standards, working practices and supported configurations of home and remote learning solutions.

#### 3.1

The Trust/Academy's aim is to ensure that all pupils have access to high quality learning, resources and meaningful feedback in the event of learning from home. The Trust/Academy therefore supports home and remote learning where a pupils' effectiveness, motivation and love of learning can be fully supported.

#### 3.2

The Trust/Academy will select online tools that will be consistently used across all schools in order to allow interaction, assessment and feedback and all staff will be trained in how to use them.

#### 3.3

The Trust/Academy will survey the devices that families have available to them in order for pupils to access their learning. In cases where pupils do not have access to appropriate technology, the Trust will, where possible, provide appropriate technology to support the pupil in accessing remote home learning.

#### 3.4

In undertaking home and remote learning, the Trust/Academy recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so academies are to support families in delivering a broad and ambitious curriculum.

### Scope

It is appreciated that this concept may not be suitable for many types of work, but a wide range of posts can be considered for homeworking and in the case of an emergency would be expected to continue to work

from home where possible. The one area not suited for homeworking is when the post requires a high element of continued face-to-face pupil contact.

## **Procedure and expectations: Remote Learning**

Remote learning will take place in the event of a local lockdown, class lockdown or in cases where pupils are in self-isolation due to symptoms or confirmed cases of Covid 19 (and are well enough to carry out home learning).

### **Teachers**

#### **5.1**

When providing remote learning, teachers must be available between 8:30 – 3:30

#### **5.2**

If a teacher is unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

#### **5.3**

Teachers will use the Activity tool to set work and work will be clearly shown under the Activity Tool. Work will be set to the default of whole class but individual tailored activities can be set for children with SEN who would struggle to access the whole class learning.

### **Prior to Self-Isolation:**

#### **5.4**

SLT and/ or the Remote Learning Team will deliver training to staff regarding the expectations for remote learning and will train staff in how to use the features of Seesaw and Tapestry to the standard required for teachers to utilise the app successfully.

#### **5.5**

Teachers are responsible for providing training to pupils whilst they are still in school on how to access and use the features of the online platforms correctly. This will be practised and explored through home-learning opportunities and in-class training sessions where the teachers model how to use the platform correctly.

### **When providing Remote Learning, teachers are responsible for:**

#### **5.6 Remote Learning – Setting daily work:**

- Daily work will be uploaded to the appropriate platform for each key stage: Tapestry (FS) and SeeSaw (KS1 and KS2).
- A weekly timetable of lessons will be uploaded to Seesaw and Tapestry for pupils and adults at home to follow. This should be set to upload at 8:30 on a Monday morning.
- Teachers are expected to provide daily learning for the pupils in their year group. Year group colleagues may wish to divide the work load so that each teacher is responsible for different subjects. Year group colleagues will be expected to manage daily learning and in the event of a colleague absence, the online learning must be sustained by the remaining year group teacher with the support of their Phase Leader.
- Work is required to be set by 4pm for the following day to ensure that pupils have access to their learning and adults at home are able to plan their child's daily routine accordingly.
- Phase Leaders will be responsible for overseeing the learning that is being set within their phase, provide feedback to teachers and meet to discuss consistency across school in the case of more than one bubble isolating.

### **Daily Learning Opportunities:**

#### **5.7**

The following expectations are designed as an ambitious and necessary programme for all pupils within the Trust in order to allow pupils to learn successfully from home. It must be taken in consideration that these expectations

for remote learning will build over time and that teachers are required to use their judgement and communicate with Senior Leaders with regards to the manageability of the following daily sessions for all pupils.

### **5.7.1 Early Years**

Phonics Lesson

Reading (modelled by the teacher)

Writing – key words or mark making activity

Maths Lesson – counting together, basic number

Practical play session – teacher modelling play-based learning linked to a topic

NOTE: Extension activities can be provided to support extending more-able pupils.

### **5.7.2 Key Stage 1**

Reading together session (encourage 10 minutes independent reading)

Writing session (focus on transcriptional skills in small chunks)

Phonics lesson and activity

Maths and activity (mental maths to be taught weekly)

Daily Foundation Subject

Additional weekly live catch up session in small groups.

### **5.7.3 Key Stage 2**

Shared Read (encourage 10 minutes independent reading) with an activity

Writing session (building up a sequence in small steps)

Maths lesson (building up a sequence in small steps)

Daily Foundation Subject

Weekly Mental Maths / Spelling Skills

In the case of a class or local lockdown all pupils will have access to a weekly live lesson to be taught in small groups. These sessions are to focus on gaining feedback and to address any challenges pupils are having in their learning.

### **5.8**

Remote Learning is to be designed to follow a sequential build-up of lessons throughout all areas of the curriculum. This approach, paired with a slowed down pace of learning will support cognitive load theory in ensuring pupils are embedding and securing their learning before moving on.

### **5.9**

Teachers will create learning opportunities where pupils are accessing their learning in smaller steps and at a slower pace, securing key maths, reading and writing skills.

Teachers must ensure that all learning is provided with clear explanations and model of new content to support both pupils and their adults at home in completing learning successfully. These explanations and models should either be created by the teachers in form of a video, voice note or worked examples within a PowerPoint presentation. Alternatively, teachers may wish to post links to you tube videos, websites or schemes of learning (White Rose, Maths Mastery etc.) that will provide high quality examples of expected learning outcomes.

Teachers will 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 pupil understanding.

Teachers will plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

Teachers are not required to post videos to accompany every lesson, but should consider where a more personalised approach would have the most impact.

### **Marking and Feedback:**

The purposes of feedback within the Seesaw and Tapestry apps is to motivate pupils, recognise and celebrate their efforts, address misconceptions and assess learning.

### **Responding to work Teachers will:**

- Approve work so the children are alerted that it has been submitted.
- ‘Like’ the work by clicking on the heart to acknowledge that the work has been seen by the teacher.
- Mark the submitted work by clicking on the three dots (...) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice response to give a more personal feedback.
- ‘Check-in’ on the app twice during a working day.

### **Subject Specific feedback**

Marking will be provided in the following subjects:

- Math’s- answers will be uploaded for the class the day after the work has been set. Children will self-mark.
- SPAG- any errors will be identified and corrected.
- Topic- a ‘like’ stamp or a voice note to provide personalized feedback using the voice record button.
- Written work- a written or verbal response will be given.

### **Pupil Expectations**

- Use the Add Response tool to submit their work – this allows Seesaw to recognise that they complete it.
- Follow the online safety rules and only use for school work.
- Report to an adult if they come across any unsafe content.
- Follow healthy use of a computer, website and any linked learning.

### **Parent Expectations**

- Ensure that appropriate firewalls and age restrictions are set on computers.
- Computer use is regularly monitored.
- Ensure communication is kept to a professional level.
- Ensure submitted work is clearly photographed to enable a teacher to mark it.

## **Procedure and expectations: Home Learning**

**Home learning is used to support pupils in securing knowledge or skills they have been taught in class.**

- Teachers are to use the online platform to deliver home learning as an extension of the work taking place within the classroom.

- Home learning activities are to be designed to be short, focused and relate directly to what has been taught in school so that learning can be further secured at home.
- Within the app, teachers are to directly upload PowerPoints, videos, links to useful resources, keeping these as close as possible to the resources used in class.
- Teachers will use the following strategies to support pupils in retaining knowledge through home-learning:
  - Low-stakes quizzes
  - Closed procedure tasks
- Home learning is to be set using the online platform weekly, these will include a curriculum overview at the beginning of a half term to communicate with parents. *These are to be set on a Monday, teachers to utilise some of their ppa time to set this and save ready to upload.*
- Weekly home learning such as spellings and times tables expectations will be shared on the online platform so that pupils can practice and adults at home are aware of what is currently being assessed.

## Computer Equipment

### 7.1

Equipment required to enable the pupil to work effectively at home will be surveyed by each Academy. Where possible resources to enable learning at home will be provided by the Trust/Academy. Any equipment provided to pupils for access to remote learning will remain the property of the Trust/Academy. The type of equipment loaned to pupils and the terms of the loan may vary as each request for devices will be considered on a case by case assessment of need.

The pupil and adults at home must: -

- Take reasonable care of it
- Use it only for learning purposes
- Use it only in accordance with any operating instructions
- Return it to the Trust/Academy when requested
- Use it in accordance with any existing Trust/Academy policies

All equipment loaned to pupils for the purpose of home/remote learning is subject to the completion of the Laptop/Devices Loan Agreement included in this policy **Appendix A**.

### 7.2

In the event of a local lockdown or situations where staff are required to work from home on an ad hoc or short term basis, provision will be made for them to use a trust or academy laptop for the purpose of supporting pupils and providing remote learning activities. Employee's personal equipment must only be used in circumstances that have been agreed.

Special attention will be paid to any requirement to use or access information that is deemed OFFICIAL or SENSITIVE in accordance with the Trust/Academy Data Protection Policy and restrictions imposed under GDPR compliance.

**Further guidance in respect of home working can be found in the Trust Wide Home and Remote Working Policy**

## IT Support

### 8.1

If parents or pupils are having trouble accessing Remote Learning, the first point contact will be **Miss C Broxholme Computing lead 01302 842464 or [sdlp@sheepdiplane.doncaster.sch.uk](mailto:sdlp@sheepdiplane.doncaster.sch.uk)**

If staff are having technical difficulties which cause problems in the setting of home or remote learning they should contact the schools, IT provider in the usual way

# Security

All staff members using Trust or Academy devices for the setting of home or remote learning 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 by Bit locker coding – 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
- Ensuring antivirus and anti-spyware software are updated regularly by ensuring the laptop or device is regularly connected to the internet for automatic updates
- Keeping operating systems up to date – always install the latest updates

Date of Policy      January 2022

To be reviewed January 2024

Signed: Principal



Signed: Governor / Chair of Governors



# Appendix A Computer/Device Loan Agreement Form



## Loan Devices for Pupils Record of issue and Receipt of Laptop/Device

Laptop Serial Number	
Name of Pupil	
Name of Parent/Guardian accepting responsibility for the laptop	
Signature of Parent/Guardian accepting the laptop	
Name of person handing over the laptop to Parent/Guardian	
Signature of person handing over the laptop to Parent/Guardian	
Date of handover of laptop	

### Parents/Carers Please note

This device is on loan to your child and remains the property of Sheep Dip Lane Academy and will need to be returned to the Academy upon request.

Date of Policy

To be reviewed

Signed: Principal

Signed: Governor / Chair of Governors