Remote learning policy

Approved by:	FGB	**Date:** 20/10/21
Last reviewed on:	12th October 2021	
Next review due by:	20th October 2022	

1. Aims

This remote learning policy takes into account government guidance for delivering remote learning and aims to:

> Ensure consistency in the approach to remote learning for staff and/or pupils who aren't in school

> Set out expectations for all members of the school community with regards to remote learning

> Provide appropriate guidelines for data protection

These aims are informed by 6 key DfE principles which are summarized below:

- **set learning activities each day in a number of different subjects**

- **teach a planned and well-sequenced curriculum – in line with the National Curriculum**

- **provide frequent, clear explanations of new content, delivered by a teacher**

- **gauge how well pupils are progressing and set a clear expectation teachers check work daily**

- **enable teachers to adjust the pace or difficulty in response to AfL to ensure pupils' understanding**

- **teachers plan and deliver a programme of equivalent length to the core teaching pupils would receive in school and have daily e-contact with class**

2. Roles and responsibilities

2.1 Teachers

When providing remote learning during a lockdown, teachers should be available as they would ordinarily be during the normal school day of 8.45am to 3.45pm to undertake support, plan for the next day, respond and feedback to children's work and undertake small group/individual support. Parents will be asked to not contact teachers at weekends or after 5.30 pm during the week.

If teachers are unable to work for any reason during this time, for example due to sickness, they should report this to the Executive Head or Head of School, using the normal absence procedure.

When providing remote learning if a pod or the school is shut, teachers are responsible for:

> Setting work

- o **WEEKLY**
  - Set and upload a weekly timetable that is supported by daily learning activities
  - Organise a class zoom/catch-up meeting
  - Organise a welfare catch-up with SENDCo/DSL for children with EHCPs/safeguarding issues fortnightly

- o **DAILY**

  Set and upload an appropriate standard/level of learning activities using existing school resources and online resources (***taking account of SEN*** as this may have to be individualised) for children in their class, in:
  - Maths
  - English (including reading, SpaG, writing and phonics) as appropriate
  - Wider curriculum and other subjects (eg RE, science etc) as appropriate for the week but allocated daily
  - A physical/PE activity session
  - Provide work for other classes if requested e.g. year group partner – *some time will be allocated for this

  - o The amount of work should be in line with securing learning and maintaining pupil progress and in line with identified children's individual needs

- o Work needs to be set by 9.00am each morning
- o Work should be uploaded to seesaw
- o Co-ordinate with other partner teachers, subject leaders and SLT where necessary to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

> Providing feedback on work:
- o Children will upload remote learning work by the end of each day for marking/feedback.
- o Teachers will share feedback with pupils via seesaw and it can be written or recorded on the uploaded work and sent back.
- o Feedback should be simple and to the point, addressing the learning outcome and how it can be met/work improved/praise

> Keeping in touch with pupils who aren't in school and their parent/carers:
- o Weekly face to face contact via zoom, may also use emails, phone calls
- o Weekly individual zoom call with any EHCP children and their parent fortnightly on the opposite week to SENDCo
- o Answering communications from parents and pupils. This should be done within normal day time working hours
- o Any complaints or concerns shared by parents and pupils should be initially be dealt with by the teacher but shared with head of school. These can be escalated to head of school if unresolved. For safeguarding concerns, refer to the section below

> If a class has to isolate for 10 days, but school is still open, teachers will provide remote learning from home unless ill themselves. In this case, a year group partner will be given time each day to upload the remote learning for the class, which will be the learning for that year group, for the week. They will also, very briefly check uploaded work and inform head of school if work isn't being completed.

> Should a whole school 'lockdown/closure' occur for a circuit break, teachers will provide remote learning. TAs will cover key worker pods, who will undertake remote learning in school. Staff may use the key worker pods for their children if childcare is an issue. A member of SLT will be on site at all times when school is open

> If a teacher has to attend virtual meetings with parents and pupils, whilst at home, they should:
- o Dress appropriately, as would be worn in school
- o Avoid areas with background noise and check nothing inappropriate is in the background

2.2 Teaching assistants

Teaching assistants must be available between their normal working hours in school less half a day as agreed with the class teacher, to cover any extra hours worked when supervising key worker children in school.

If unable to work for any reason during this time, for example due to sickness this should be reported using the normal absence procedure. When assisting with remote learning, teaching assistants are responsible for:

> Supporting pupils who aren't in school:
- o If requested by their teacher, TAs will support children with remote learning. This will be under the direction of the teacher
- o Hold weekly catch-up conversations by phone with EHCP children, under the direction of the class teacher and SENDCO

> If the school is subject to closure/lockdown teaching assistants will be working in school on a rota basis to supervise the children of key workers in the childcare pods. These children will be undertaking their remote learning in school, as set by their teacher. TAs will be in teams of 2 or 3 (dependent on pod sizes) and undertake supervision in pods of up to 15 children. Lunches and breaks will be taken on a rota basis.

2.3 Subject leads

Alongside teaching responsibilities, subject leads are responsible for:

> Considering any aspects of the subject curriculum need to change to accommodate remote learning

> Working with teachers teaching their subject remotely to support and make sure all work set is appropriate and consistent

> Monitoring (if requested) the remote work set by teachers in their subject such as through discussion, checking seesaw and supporting with setting work

> Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for working with other leaders to:

> Co-ordinate remote learning across the school

> Monitor the effectiveness of remote learning –through regular catch-ups with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

> Alongside head of school and C. Briggs, monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is Lee Mullen. Safeguarding should be referred to him and recorded on CPOMS with senior leaders and Sarah Foster tagged in. The school's safeguarding child protection policy is available in primary/shared/policies/safeguarding policies

The DSL and Sarah Foster will complete a weekly safeguarding tracker (when requested) which will be uploaded to the LA. This will be reviewed each week with actions and pupils added as necessary.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although may not always be in front of a device the entire time

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they're not able to complete work

> Attend weekly catch-up/wellbeing zoom meeting with an adult present and participate in any extra support sessions provide by their teacher

Staff can expect parents with children learning remotely to:

> Ensure that children can access remote learning on a daily basis and upload completed work for the teacher to check and provide feedback

> Make the school aware if their child is sick or otherwise can't complete work

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff

2.7 SENDCo

SENDCo will:

> Take responsibility for tracking SEN pupils across school on a weekly basis. This will include those with EHCs and those on the provision map.

> Contact all families of children with an EHCP fortnightly for a welfare/check-in call and record it on the SEN tracker

> Liaise with staff on the work and interventions being set for SEN children on a weekly basis

> Liaise with families and other professionals on reports/learning programmes and issues relating to the SEN and support eg SALT, OT etc. These will be noted on tracker

2.8 Governing board

The governing board is responsible for:

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

> Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following:

> Issues in setting work – talk to the relevant subject lead or SENCO

> Issues with behaviour – talk to the executive head or head of school

> Issues with IT/remote learning platform – talk to Miss Birks

> Issues with their own workload or wellbeing – talk to Miss Swift and the Executive Head or Head of School

> Concerns about data protection – talk to Mrs Briggs

> Concerns about safeguarding – talk to DSL Mr Mullen or DSL leads

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will, taking into account safeguarding and GDPR requirements:

> Use their school laptop to undertake activities associated with remote learning

> Use their teacher ipad to access technology/APPs to undertake some remote learning procedure

> If using a personal phone to speak with parents, ensure that it uses private number/caller withheld (*dial 141 before the number you are calling)

> Use Seesaw to set and check remote learning

> Use zoom for live catch-up and support sessions

> Use forti client to access the server in school

> Use their school email if emailing parents

> When sending texts and emails check with head of school. These can be sent by admin staff

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, tel numbers etc 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. However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

Please note that all staff members must take home, **their laptops and class ipads every evening for use in delivering home learning in case of absence.** In addition, staff must 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 – 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

5. Safeguarding

See Safeguarding Policy for details in primary/shared/policies/safeguarding policies. All safeguarding concerns should be logged on CPOMS as usual (tagged into the Executive Head, Head of School and SENDCo and discussed with DSL Lee Mullen

6. Monitoring arrangements

This policy will be reviewed termly or more frequently by Executive Head and Head of School. Copies will be sent to governors for approval termly or when needed.

7. Links with other policies

This policy is linked to our:

- Safeguarding and Child Protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1 **Summary of remote learning sequence**

If a class closes, teachers should set a weekly timetable and daily work by 9am to support core subjects and the wider curriculum, which mirrors the normal timetable. Example timetable is attached.

If a child rather than the pod is isolating, work should be set for that child that links to the learning occurring in school. This can be set daily or for a couple of days at a time. In this way, it is as planned for the class, not new work that a teacher has to prep and plan. There will be a 24 hour delay on this being set, as teachers need time to get this ready, so the day after the child goes off work should be set on Seesaw. Teachers should check and feedback on work uploaded.

If a child has a case of Covid19, staff will need to check if they are well enough before setting work.

If work set has not been undertaken by a pupil, teachers should phone the parents and make enquiries as to why. If this continues the matter should be passed to the Head of School and ultimately the Executive Head to engage with parents and work to gain their support for remote learning.

If a teacher has to self-isolate (but is well) and the class is still in school, the teacher will support setting work and allocating learning activities to the class. This may involve some live streaming, but not a whole lesson, use of seesaw and other resources. This will be discussed with each teacher as it occurs.

If a teacher has to self-isolate and is poorly the school will take responsibility for setting and checking work on seesaw. This will be done via year group partners (who will be given some time) and other staff

- Use BBC bitesize and the Oak National Academy (as well as other streamed resources) for setting of teaching videos. Also use YouTube or other clips to support learning activity. Only film yourself if it needs to be bespoke or you want to e.g. story telling. No need to live stream a whole live lesson

- Upload Ruth Miskin phonic sessions allocated to correct groups, daily

- Record instructions for practical sessions or structured daily activity in core and wider curriculum. Parents can upload photo/film clip as evidence. In EYFS can contribute to observations and evidence

- Use your class iPad if you need to film yourself telling a story or either writing on paper or completing on screen any explanations you want children to have that are bespoke to your class e.g. polishing an answer/explaining a maths problem etc…

- Use the voice record capacity to set instructions for learning activities/worksheets and for feedback that doesn't need to be written. It can supplement or explain any highlighting of areas where children have done well (green) and areas they need to correct/improve (orange). Also for praise

- Upload pdf/scan/photo of the work sheet or writing frame to Seesaw for pupil completion, with any other supporting texts. Use current schemes e.g. Power Maths and RWI phonics.

- For English, set high quality texts, vocab and comprehension work as imitation text for Week 1. Then continue with the cycle. Use Oak Academy to teach grammar focus. Make sure that children Imitate, Innovate and Improve, dependent upon where you are in the cycle if a pod closes. If children are struggling with writing, conduct a small group writing session using the I, we, you approach.

- For maths, the learning sequence should be maintained and resources from Power maths should be used, supported by White Rose videos

- Keep written feedback/marking to an efficient and effective minimum. Use highlighting and verbal feedback where possible. Especially with younger children

- o Teachers will need to set/check/support daily and contact parents of children not engaging. If still not engaging escalate to the Head of School.