Remote Learning Policy

Stanley Road School

Part of the Perry Hall Multi-Academy Trust

Approved by:	Local Governing Body	**Date:** 26/1/2021
Last reviewed on:	26.1.2021	
Next review due by:	25.1.2022	

Contents

---

1. Aims

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home

Guidance for full opening: schools DFE updated 1st October 2020

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for all pupils and groups of pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Support an effective method of communication between the school and our families.

2. Roles and responsibilities

Teachers and members of staff with teaching responsibilities

When providing remote learning, teachers must be available during their normal school hours for pupils, parents and staff:

- Pupils / Parents - Office 356 TEAMs / Class Dojo/ Tapestry/ year group emails.

- Staff – phone, Email, TEAMs for meetings. Training etc.

If they're 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.

When providing remote learning, teachers are responsible for:

- **Setting work when a class/ year group bubble closes:**

   - Year group staff will work together to ensure that appropriately pitched work is set for all groups of pupils across the year group.

   - All planning will take place over TEAMs during normal directed hours.

   - All work and pre-recorded videos will be uploaded to the Office 365 TEAMs for their year group.

- Assignments/ files for each lesson will be created to allow the children to submit work and the teachers to track what has been submitted.

- All work will be set and uploaded to the website and will be available on TEAMs prior to the lesson.

- For those pupils that are unable to access TEAMs, work will be sent via email or printed weekly packs created dependent on request.

The timetable/teaching and learning expectations:

EYFS

- Daily – shared on Tapestry/TEAMs:
- Phonics pre-recorded video and related activity assigned
- Maths pre-recorded video where appropriate and related activity assigned
- Creative task / non-core activities assigned
- Story (pre-recorded if appropriate)
- Communication via Tapestry and phone calls.

Key Stage 1

- Daily – shared on TEAMs:
- English live/pre-recorded video and related activity assigned
- Maths live/pre-recorded video where appropriate and related activity assigned
- Story (pre-recorded if appropriate)
- Daily phonics tasks set on the school website/ on paper packs.
- Work set for foundation subjects on Purple Mash and on the school website/ on paper packs.
- Communication via Year group email and phone calls.

Key Stage 2

Teachers to provide a timetable of live lessons and expectations of work to be completed.

- Daily – shared on TEAMs:
- English live/pre-recorded video and related activity assigned.
- Maths live/pre-recorded video where appropriate and related activity assigned.
- Daily Reading tasks set on the school website/ on paper packs.
- Work set for foundation subjects on Purple Mash and on the school website/ on paper packs.
- There will be regular assembly/ well-being/ class story and additional live sessions as appropriate.
- Communication via Year group email and phone calls.
- Live sessions to be no longer than 30 minutes at one time.

Children with SEND
In some cases, children with IPMs and EHCPs will have differentiated work for their personalised targets. Children with EHCPs are invited into school, as per DfE guidance. Children with EHCPs are risked assessed in line with the DfE and LA guidance.

Providing feedback on work:

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Purple Mash and Tapestry work will be marked daily.

- Work from live lessons is discussed and feedback given as appropriate.

- Some tasks will have immediate assessment opportunities such as a quiz.

- Teachers use all of these approaches to assess children and decide next steps.

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

  - For individual pupils that are isolating and their class/ year group bubble are open, work must be provided. This should be in line with what pupils in school are being taught in school.
  - Pupils can communicate via the class emails and staff will check these regularly.
  - Children without access to technology will receive a call to check the pupil is able to follow and complete the printed packs set by the teacher.
  - With identified pupils (identified with SLT), fortnightly well-being phone calls are to be made to families to check in on their well-being.
  - Vulnerable pupils will require weekly calls by their Key workers / DDSLs.

  - If a pupil persistently fails to complete work, then a courtesy call must be made to the parent/carer by the teacher to check on the child's well-being and to establish why the work is not being completed. It should be established whether school intervention is necessary.

  - Any concerns/complaints raised by parents/carers should be discussed with the phase leader or a member of the leadership team. Any safeguarding concerns need to be raised immediately with the (D)DSL.

  - Emails from parents/carers (which will be sent through the year group email accounts) will be responded to, within working hours, within 24 hours of receipt.

Attending virtual meetings with staff, parents and pupils (if required):

- When liaising with parents, children, school or outside agencies, staff must dress professionally and appropriately and continuing to follow the MAT dress code

- Staff must blur their backgrounds when working with children, parents or outside agencies. They must also ensure that meeting take place with minimal background noise.

In the event of a local lockdown, teachers will also be working in school on a rota based system, to support the key worker and vulnerable children. On these days, the other staff within the year group will pick up the delivery of the online sessions to the year group.

Teaching assistants

Teaching assistants must be available during their normal working hours to either support remote learning or complete alternate directed tasks. This will be confirmed by a member of the leadership team.

If they're 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.

Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

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

- Working with teachers teaching the subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school, including regular monitoring of pupil engagement – DB
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations- DSL, DDSLs.

Designated safeguarding lead

The DSL is responsible for:

- Managing and dealing with all safeguarding concerns
- Put in place a risk register identifying pupils that are at greater risk of being vulnerable when not in school during lock down
- Making at least weekly contact with our vulnerable families during the period when remote learning is taking place – all conversations to be recorded
- All relevant meetings to be attended and recorded for all vulnerable pupils.

Refer to the Safeguarding and Child Protection Policy for further information.

SENCO

The SENCO should:

- Ensure that pupils with IPMs and EHCPs continue to have their needs met while learning remotely
- Liaise with the head teacher, the child's class teachers and other organisations to make any necessary alternative arrangements for pupils with IEPs and EHCPs
- Consult with the parents/carers of pupils with EHCPs to update individual risk assessments.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers or teaching assistants
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work.

Staff can expect parents with children learning remotely to:

- 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.

Parents and pupils can expect staff teaching remotely to:

- That the pupil's wellbeing is at the forefront and children will be asked to take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.

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 with issues/concerns

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

- Issues in setting work – talk to the relevant subject lead or SENCO (TM)

- Issues with behaviour – talk to the relevant phase leader

- Concerns around behaviour and wellbeing- discuss with a member of the inclusion team (TM, DB, Phase leaders)

- Issues with IT – contact Concero

- Issues with their own workload or wellbeing – discuss with phase leader/SLT

- Concerns about data protection – talk to the data protection officer (Jeremy Parkes and Head Teacher)

- Concerns about safeguarding – raise concerns immediately with a DSL or DDSL (DB, TM, CA, RM, AH).

4. Data protection

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- Follow our Data Protection Policy and Acceptable Usage policy

Processing personal data

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.

However, staff are reminded to collect and/or share as little personal data as possible online.

Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected

- 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 whilst working at home

- Storing the device safely.

5. Safeguarding

The safeguarding of our pupils remains our highest priority, whether the pupil is learning in school or remotely from home. Please refer to and religiously follow our safeguarding policy.

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Communicate with another adult present where possible

- Wear suitable clothing – this includes others in their household.

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not advised during video communication.

- Use appropriate language – this includes others in their household.

- Maintain the standard of behaviour expected in school.

- Use the necessary equipment and computer programs as intended.

- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Use appropriate language – this includes others in their household.

- Always remain aware that they can be heard.

- The school will communicate to parents via class emails/ phone calls / text /Tapestry any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.

- Ensure parents are aware of what their children are being asked to do, e.g., sites they have been asked to use and staff they will interact with.

- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

- Direct parents to useful resources to help them keep their children safe online.

6. Monitoring arrangements

This policy will be reviewed yearly. At every review, it will be approved by the full governing board/committee.

7. Links with other policies

This policy is linked to our:

- Teaching and Learning Policy

- Behaviour Policy

- The Academy Safeguarding Policy

- The Academy Data Protection Policy

- The Academy Online Safety Policy

- The Academy Acceptable Use Policy

- Remote Learning Home-school Agreement