

Flax Hill and Lark Hall

Remote Learning Policy 2020

Date Termly – or when needed

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1. Aims

This remote learning policy for staff aims to:

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

Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning for a class bubble closure or national lockdown, teachers must be available between 8.30 am and 3.15 pm (unless they are the person who has tested positive or are off work for other reasons).

When providing remote learning for a pupil/small group of pupils who are self-isolating, teachers will be available for phone conversations in working hours when they are not teaching i.e. PPA

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 for a class bubble closure, teachers are responsible for:

Online offer:

- Each day the child needs to be able to access:
 - 1 x maths activity The same topic from the medium term plans. Learning will be uploaded to Seesaw and vimeo
 - 1 English activity. The same topic from the medium term plans. Will be uploaded to Seesaw and vimeo
 - 1 x foundation activity – (Geography, History, Science, etc) from the medium term plan learning block. Learning will be uploaded to see saw and vimeo
 - 1 x PE lesson

Each activity will have an introduction and explanation in the form of a narrated video grab from active inspire.

- There will always be an activity for the children to complete and upload for each lesson, every day. For Maths these will be differentiated at least 2 way.

When providing remote learning for the self-isolation of a pupil/small group of pupils,

Paper offer:

- A weekly pack of paper worksheets/text books/activities will be provided for English, Maths and the Foundation learning block. Enough for three or four lessons each day.
- A family member/friend (who is not self-isolating) can collect these from school.

- During the self-isolation period a member of staff will contact the family – either through email, or a phone call once each week to check in and see if everyone is okay with the remote learning.

2.2 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 their 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, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

2.3 SENDCo

Alongside any teaching responsibilities, the SENDCo is responsible for:

- Ensuring all children with an EHCP or identified additional needs has appropriate provision for remote learning.
- Liaising with parents of SEND children to ensure they are supported in remote learning.
- Supporting teachers to ensure SEND children have appropriate learning opportunities during remote learning.

2.4 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

2.5 Designated safeguarding lead

The DSL is responsible for:

- Maintaining contact, collating, passing on information and responding to any concerns.
- Ensuring regular contact with child/families with an allocated social worker, vulnerable families, children with an EHCP and their families and LAC.
- See the COVID-19 amendments to the Child Protection Policy

2.6 Pupils and parents

Online learning will be offered to pupils in one of three scenarios

- A child tests positive and must isolate.
- A member of the child's household tests positive and the child must isolate
- When we close a class bubble for 14 days due to a positive case, or we have a National lockdown resulting in the school being closed for all pupils except key worker and vulnerable children

Staff can expect pupils learning remotely to:

- Adhere to Online Safety guidelines

Staff can expect parents with children learning remotely to:

- Seek help from the school if they need it

2.7 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

2.8 Teaching assistants

Teaching assistants will assist the class teacher with remote learning in any way that the class teacher sees fit. Teaching assistants should be guided by the class teacher which children they will need to support and how, for which learning they are to support particular children and which time they will need to do this. When assisting with remote learning, teaching assistants must be available between 8:30 and 3:15 (or contracted hours).

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.

2.9 Behaviour

It will be expected that all children will engage with learning if they are absent (but not unwell) from school for more than 5 days.

If it is the case whereby a child is healthy, but is not engaging with learning, the following process will be followed:

- Step One – After 2 days, a message will be sent to the parent via text
- Step Two – After 5 days, a message will be sent to the parent via text
- Step Three – Non-engagement will be officially recorded (on SIMS)

3. Information for parents

This section is designed to improve clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts to remain at home.

3.1 The remote curriculum: what is taught at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

3.2 What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the first day or two we will provide paper packs for home learning that can be collected from school and signpost where parents can access online tools or digital platforms. We will endeavour to ensure that the 3-4 lessons will be on Seesaw by the second day.

3.3 Following the first few days of remote education, your child will be taught broadly the same curriculum as they would if they were in school.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we are aware that resources at home may be limited compared to schools so some foundation subjects eg PE, Art may be different.

3.4 Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly three hours each day in KS1 and four hours a day in KS2. There will be additional activities and links to relevant learning where appropriate. We understand that some younger children e.g. EYFS may not be able to complete three hours so we will provide a range of shorter activities for them.

3.5 How will my child access any online remote education you are providing?

We will be using the Seesaw app to share the pre-recorded online lessons that are the same content as the children in school will be receiving. Teachers will then mark the work children post onto Seesaw.

3.6 If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We will be providing paper packs that are matched to the work completed in school and remotely. These can be collected at the school office or posted if there is no one available to collect them.

If you are having technology issues or do not have the resources/technology needed please let the school know during the weekly phone calls from staff to parents or by contacting the school office in the usual way. The school will aim to provide dongles and other IT equipment when we receive it from the government.

Pupils working on paper can either take a picture of that work and upload it – or drop it off at school

where it will be marked after a quarantine period for the work.

3.7 How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Prerecorded videos by the teachers available on Seesaw.

Printed work packs for children to use.

Marking and comments to be made on work uploaded onto Seesaw.

Pupils can also access recorded teaching eg Oak National Academy and CBBC lessons.

We will be posting suggestions of additional sites that children can use eg Jane Considine live sentence stacking lessons.

Oxford Owl will be used for children to access books at home.

3.8 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect pupils to attempt the lessons posted by the teachers or use the paper packs each school day. We expect them to follow the Seesaw policy with regards to what they share on the app.

We hope that parents are able to set routines to support the children with completing the work and we will offer support and advice with regards to this during our weekly phone calls.

We aim for the activities to be fairly self-explanatory but we understand that some children e.g. younger children and those with additional needs will require more support than others.

We expect parents to follow the Seesaw policy alongside ICT and internet acceptable use policy and online safety policy with regards to supervising their children.

3.9 How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Teachers will be commenting on Seesaw during school hours and this will be visible to parents and children when they log onto Seesaw.

Parents will be receiving a weekly phone call to identify how well their child is doing with the remote learning and any concerns from the school or from home.

Vulnerable children's parents and those with children with additional needs will receive extra weekly phone calls from the Family Support worker and the SENDCo.

3.10 How will you assess my child's work and progress?

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:

Teachers will be commenting and liking work completed on Seesaw. They will also offer support and tips or children on how they can improve what they have completed where appropriate.

Responding to individual queries about learning by phone.

3.11 Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

The SENDCo will be in touch with you weekly to ensure the work is correct for your child and will be able to give you advice on how to support them. The SENDCo will also be able to provide resources needed eg coloured paper. Adaptations will be made to the curriculum your child receives and the SENDCo will provide personalized work where needed.

For EYFS children, will be provided a program of activities that allow the parents to communicate closely with the teacher and the activities are not just screen based.

3.12 Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. We will provide paper packs for those children.

If the class is self-isolating and the teacher is hence at home we will offer the full remote offer above.

4. Who to contact

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
- Issues with behaviour – talk to Headteacher, Head of Schools or Deputy Headteacher
- Issues with IT – talk to Computing lead or Staffs Teach
- Issues with their own workload or wellbeing – Headteacher Head of Schools or Deputy Headteacher
- Concerns about data protection – Headteacher Head of Schools or Deputy Headteacher
- Concerns about safeguarding – Designated Safeguarding Leads

5. Data protection

5.1 Accessing personal data

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

- Only use desktops/laptops provided by school

5.2 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 – 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 that any hard drives are 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

6. Safeguarding

Please see the following for updates concerning safeguarding in relation to home learning.

- COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.
- This policy is available on our website.
- Any safeguarding issues should be reported directly to the DSL, or Deputy DSL via adoxford@flaxhill.staffs.sch.uk or by calling them directly.

7. Monitoring arrangements

This policy will be reviewed termly by the Headteacher.

At every review, it will be approved by the full governing board.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

This information can be made available in a range of formats and languages, including Braille and large print. If this would be useful to you or someone you know, please contact your Directorate HR Unit.

Version Control

Review annually

Version	Date Approved	Changes	Reasons for alterations and signature
2 – Jan 2021		<p>Renamed policy from blended learning to remote learning.</p> <p>2.6 Added 10 days to isolation period.</p> <p>2.6 Removed the words Tier 4 when relating to the national lockdown.</p> <p>Added an additional point (point 3) Information for parents in line with new guidance.</p> <p>Point 3 Additional section added containing full information for parents.</p> <p>Renumbered points</p> <p>Added Head of Schools to new section 4</p>	<p>Based on updated language use.</p> <p>Updated guidance</p> <p>Updated language</p> <p>Policy updated to be in-line with new guidance received and to ensure parents are fully informed during</p> <p>For organisation purposes</p> <p>Correct language</p> <p>M Booth</p>
18 th Jan 2021			<p>Section 3 added</p> <p>teacher time 8.30 am until 3.15 pm</p> <p>Isolation 10/14 days removed – will follow latest guidelines</p> <p>Definition of remote learning for self-isolating children</p> <p>R Lane – M Booth</p>
24.03.2021		Added a range of different formats	Accessibility