



Remote Learning Policy

Last reviewed on: 10/09/2020

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teachers to pupils in the event that normal lessons are unable to be delivered 'face-to face' as normal.

Context:

- School has returned to full opening with effect from September 2020 and this has coincided with heightened regulations within Oldham due to a high transmission rate. This has resulted in an increase in the numbers of people testing positive for COVID-19 locally and consequently an increased risk of a suspected case or outbreak in school.
- There is, therefore, an increased risk that children may have to isolate at home either individually or as part of a larger group such as their bubble, their year group or indeed the whole school.

Situations where this policy may apply include:

In general terms, there are three main scenarios going forwards:

- A child or a member of their household is unwell with symptoms, requiring the household to isolate at home and possibly seek a test.
- A child or children has tested positive and, following advice from local health officials, the class bubble has been requested to self-isolate for 14 days.
- Significant outbreaks across the education sector have resulted in a national lockdown for schools and they have reverted to potentially providing in-school cover for key workers and for children who are vulnerable.
- In the case of a child being advised that they must self-isolate or shield by a medical professional.

This policy does not apply in situations such as:

- A student who is absent from school without prior authorisation.
- Children who are generally unwell and absent due to this.
- A parental decision to absent their child as a precaution against an outbreak of infectious disease but contrary to official medical advice from a doctor, specialist, Public Health England, the UK Government or the World Health Organisation.
- Children returning from countries where they are expected to quarantine on return.

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to COVID-19.
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Outline Guidance:

Scenario	Nature	Actions
1	<p>Individual Lockdown/Self-Isolation:</p> <p>This may be for a short period while waiting for a test result or a longer period of 14 days</p>	<ul style="list-style-type: none"> • School will endeavor to provide work from the day following notification. This may either be <ul style="list-style-type: none"> ◉ Collected [if someone is available to do so; ◉ Sent home via another pupil if appropriate; ◉ Posted by school [if no one is available] or ◉ E-Mailed where appropriate. • Additional work will be provided in the same way dependent on the length of the isolation. • Where an individual is self-isolating, Google Classroom, Tapestry etc. <u>will not be used</u> and work will be paper based or links will be sent to the parent to access online learning.
2	<p>Class Bubble Isolation:</p> <p>This is likely to be for an initial period of 14 days.</p>	<ul style="list-style-type: none"> • When a decision is made that a bubble needs to isolate, the class teacher will use the preferred electronic learning platform i.e. Google Classroom or Tapestry to communicate learning with the children and parents. • Learning will be posted on the school website the following day and for each subsequent day of isolation. • There may be a delay if the class teacher has been taken ill. • At the end of each week, staff will contact the children for a welfare check.
3	<p>Whole school Shutdown:</p> <p>This could be for a prolonged period with school being required to make provision for key worker and vulnerable children.</p>	<ul style="list-style-type: none"> • As scenario 2 with all classes having work provided online. • In the event of a national lockdown, key worker roles will likely return and the children attending school will have access to technology to access the same content as their class will be at home.

Roles and responsibilities during a bubble or school closure

Teachers

When providing remote learning, teachers **must** be available between 9am and 3.15pm Monday to Friday.

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 reporting procedure.

When providing remote learning, teachers are responsible for:

- ⊗ Setting work for the children in their class bubble from The Oak National Academy resources (KS1&2), Purple Mash (EYFS/KS1). Teachers may decide to create their own learning resources following their sequential medium and long term planning as long as it is of the same quality as the child would receive in school;
- ⊗ Uploading work on the specified **platform**: KS2 Google Classrooms, KS1 & EYs Tapestry;
- ⊗ Setting work which is broadly in line with the offer children would be getting in school;
- ⊗ Setting an amount of work which is in line with the amount a child would receive during a normal school day;
- ⊗ Setting work by 9am on each school day (or by 3pm for the following day);
- ⊗ Providing feedback on work via the specified platform. This can be via a comment, grade or score. Teachers can use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and send them back.
- ⊗ Feedback for English and Maths should ideally be provided before the next learning is presented or if not, then by the end of the school week;
- ⊗ Keeping in touch with pupils and parents who aren't in school and their parents by telephone for a weekly welfare check. Any concerns are to be recorded on CPOMS.
- ⊗ Respond to emails from parents during working hours;
- ⊗ Reporting all safeguarding concerns directly to the DSLs or make referrals directly to MASH;
- ⊗ Reporting all breaches of the behaviour policy to the SLT;
- ⊗ Advising parents that any complaints must be processed through the usual complaint procedure;
- ⊗ Attending virtual meetings (under the direction of the SLT) with staff, parents, pupils, other professionals ensuring that the usual school dress code is adhered to and that, if at home, your location is private and backgrounds are appropriate;
- ⊗ Providing all of the above even if they are working in school covering a bubble for example;
- ⊗ Assisting pupils and parents with accessing the internet or devices;
- ⊗ Ensuring pupils receive clear explanations;
- ⊗ Supporting growth in confidence with new material through scaffolded practice;
- ⊗ Keeping children motivated and engaged;
- ⊗ Application of new knowledge or skills;
- ⊗ Enabling pupils to receive feedback on how to progress;

- Provide support for children with SEND to ensure they can access remote education.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3.15pm on their allocated working days.

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 reporting procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting specific pupils or groups of pupils who aren't in school with learning remotely;
- Attending virtual meetings (under the direction of the SLT) with staff, parents, pupils, other professionals ensuring that the usual school dress code is adhered to and that, if at home, your location is private and backgrounds are appropriate;
- Following the direction of the class teacher in supporting providing feedback on virtual work;
- Assisting pupils and parents with accessing the internet or devices;
- Provide support for children with SEND to ensure they can access remote education.

If teaching assistants will also be working in school, they will follow the direction of a class teacher or SLT members.

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;
- The SENCO will be responsible for ensuring that children with specific needs are catered for and that work being set is accessible to all.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school or Key Stage;
- 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.

Designated Safeguarding Leads

During bubble or school closure, the DSL is responsible for the safeguarding of all children as set out in the 'Child Protection Policy 2020' and the 'Child Protection and Safeguarding: COVID19 addendum.

IT staff

IT staff are responsible for:

- ✿ Fixing issues with systems used to set and collect work;
- ✿ Helping staff and parents with any technical issues they're experiencing;
- ✿ Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer;
- ✿ Assisting pupils and parents with accessing the internet or devices;

Pupils and parents

Staff can expect pupils learning remotely to:

- ✿ Be contactable during the school day (9am-3.15pm);
- ✿ 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;
- ✿ Alert teachers to any safeguarding issues;
- ✿ Alert teachers to any technical issues;
- ✿ Behave in line with the Behaviour Policy;
- ✿ Remain safe online, following school's online safety protocols.

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 – if you know of any resources staff should point parents towards if they're struggling, include those here;
- ✿ Be respectful when making any complaints or concerns known to staff;
- ✿ Support their child in completing work set to the given deadlines;
- ✿ Report any safeguarding concerns.

Governing Body

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.

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 the relevant Key Stage Lead, member of SLT or Headteacher;
- Issues with IT – talk to IT staff;
- Issues with their own workload or wellbeing – talk to their line manager;
- Concerns about data protection – talk to the data protection officer;
- Concerns about safeguarding – talk to the DSL.

Organising structured remote teaching suitable for very young pupils

It is recognised that very young pupils are likely to have particular needs which cannot easily be met in some of the ways described above. For such pupils, it is likely that the priority will be progress in early reading. Ensuring continued access to appropriate reading books and resources for early readers should be considered as part of contingency planning.

Helping parents, carers or other adults at home to continue to support children in their early reading, where appropriate and practical through structured practice of phonics content, is another important part of contingency planning for children at this stage. Other content for these pupils is likely to include providing guidance for supervising adults to ensure that time is used as productively and developmentally as possible.

Supporting pupils with special educational needs and disabilities (SEND)

For many pupils with SEND, the teaching envisaged by this policy would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this policy may also be useful for pupils with SEND and so should be considered on their merit.

If parents are not able to effectively support remote education

Good communication between schools and parents (about the approach the school is taking) can help. This could include, where appropriate, group seminars, briefings using platforms such as Zoom, or one-to-one telephone calls where necessary, to inform parents and elicit their support.

Data protection

Accessing personal data

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

- ⊗ Access data for contacting parents via CPOMs. Staff are not to store this data on their personal devices.
- ⊗ Do not share data with anyone from outside of our organisation unless authorised to do so by the headteacher.
- ⊗ Where phone calls are made from personal devices, numbers should be withheld and then the parent's number deleted from the device.
- ⊗ Emails will only be sent from First Class accounts.

Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers and emails 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 when working from home and lock the screen when it is not in use;
- ⊗ Ensuring the hard drive and laptop 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 and ensuring that the screen is not viewed by anyone in the household;
- ⊗ Ensure that if a virtual meeting is taking place, that an empty room is used so the meeting remains confidential;
- ⊗ Installing antivirus and anti-spyware software;
- ⊗ Keeping operating systems up to date – always install the latest updates.

Safeguarding

The DSL is responsible for the safeguarding of all children as set out in the 'Child Protection Policy 2020' and the 'Child Protection and Safeguarding: COVID19 addendum. Staff must refer to these policies.

In the instance of a prolonged bubble or school closure, teachers or teaching assistants will make weekly welfare checks and record any safeguarding concerns to the DSL and on CPOMS.

Monitoring arrangements

This policy will be reviewed frequently during closures by the SLT.

Links with other policies

This policy is linked to our:

-  Behaviour policy
-  Child Protection Policy 2020 and the Child Protection and Safeguarding: COVID19 addendum
-  Data protection policy and privacy notices
-  ICT and internet acceptable use policy
-  Online safety policy

Appendix 1: Example Remote Learning Timetable

	9.00 – 9.30	9.30-10.00	10.00 – 11.00	11.00 - 11.15	11.15 – 11.30	11.30-12.30	12.10-13.10	1.15– 2.15	2.15	2.30-3.15
Monday	Collective Worship	Reading	English	Break	Spelling & Handwriting	Maths	Lunch	Computing	Break	PE
Tuesday		Reading	English	Break	Spelling & Handwriting	Maths		Music		French
Wednesday		Reading	English	Break	Spelling & Handwriting	Maths		PSHE		Topic Geography/History
Thursday		Reading	English	Break	Spelling & Handwriting	Maths		Science		Science
Friday		Reading	English	Break	Spelling & Handwriting	Maths		Topic Geography/History		Art/DT

Remote learning to be accessed via Google Classroom and Oak National Academy. We will inform you of the content for each of the above sessions and provide links to work to be completed.