



# **REMOTE LEARNING POLICY**

## **Horningslow Primary School: a de Ferrers Trust Academy**

### **1. Aims:**

The aim of this Remote Learning Policy is to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school.
- Ensure that the education and wellbeing of students can continue to be supported remotely in the event of any partial or complete lockdowns, including access to a suitable sequenced broad and challenging curriculum
- Ensure staff can deliver effective lessons online to allow students to continue to make progress and acquire relevant curriculum knowledge and skills
- Support efficient communication between the academy and staff, students, families
- Provide appropriate guidelines for data protection

Since this is an evolving policy, expectations will continue to change and be reviewed regularly by Senior Leaders. In the meantime, it is important that staff are able to contribute ideas and raise concerns regarding the expectations within the policy, which can then feed into its on-going development.

### **2. Roles and Responsibilities:**

In developing remote learning guidance, the school has followed current best practice evidence:

***Best evidence on supporting students to learn remotely (April 2020)***

**<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/> (EEF)**

*When implementing strategies to support pupils' remote learning, or supporting parents to do this, key things to consider include:*

- *Teaching quality is more important than how lessons are delivered*
- *Ensuring access to technology is key, especially for disadvantaged pupils*
- *Peer interactions can provide motivation and improve learning outcomes*
- *Supporting pupils to work independently can improve learning outcomes*
- *Different approaches to remote learning suit different types of content and pupils*

#### **2.1 Senior Leaders**

Senior leaders are responsible for

- Coordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning

- Monitor children that do not have access to the internet or appropriate devices and loan them as necessary. IT Technicians to set up and track all loaned equipment
- Monitoring the registers to identify non-attendance and non-completion of online learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

## 2.2 Teachers

When providing remote learning, teachers must be available between 8.30am and 3:30pm daily. School expects all teachers to provide live face-to-face teaching for at least 3 hours every day, usually in the morning.

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/teaching & learning:**
  - For the children in their classes, year groups or as directed by senior leadership
  - Sufficient to meet the needs and expectations as laid out in the weekly timetable
  - At the latest, by 8:30am on the day the work is expected to be completed
  - Ensuring that this work is uploaded to the website/learning platform as directed, currently Seesaw.
  - Other relevant school wide apps and websites may be used to set tasks, for example TT Rockstars, Spelling Shed, Lexia, IXL, Accelerated Reader, Bug Club, and Get Epic.
  - Teaching staff should ensure that all students in their classes have access/codes for any online platforms they are using for work
  - Liaising with their colleagues and subject leads to ensure consistency in expectations and quantity. Work set should be meaningful and ambitious, to allow students to progress through the curriculum
  - Staff should consider any access arrangements required for SEND students when setting tasks
  - Time to complete tasks should be built into the lessons, so any live lessons/webinars may only be appropriate for part of the lesson.
  - Staff to plan online learning around the TT/TLaC strategies learned during CPD (e.g. Do now task, I Do, We Do, You do, Exit ticket, No Opt Out etc)
- **Providing feedback on work:**
  - Pupils will upload work to 'Seesaw'. All work submitted will be acknowledged by the class teacher. Feedback will be given for English and Maths on an individual, group or whole class basis. Feedback will be age appropriate.
  - **Staff must provide regular whole class or individual feedback to help students progress - this must happen weekly, in line with DfE guidance**
- **Keeping in touch with pupils who aren't in school and their parents:**
  - Through regular contact as directed by Senior Leaders

- Via weekly contact through lessons
- Only responding to emails during the school working day. Teachers should respond to pupil/parent emails within 48hours.
- Referring any concerns to a senior member of staff using the CPOMS app, should they feel uncomfortable in any way regarding contacting a pupil/parent (safeguarding or other)
- Completing the daily register to alert SLT of non-attendance or lack of completed work online.

### **2.3 Teaching assistants**

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.30pm. If they are 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 assisting with remote learning, teaching assistants are responsible for:

- Supporting the teacher in monitoring remote learning and contacting individual children/parents as directed by the class teacher
- To continue to support the teacher in delivering lessons within the classroom and with group work online where appropriate.
- If working 1:1 with a child, supporting them in accessing and completing appropriate remote learning

Wherever possible, the TA should be working in school to support other TAs and teachers who are still in school. They should only be at home if they are required to self-isolate.

### **2.4 Pupil and Family Support Officer**

- Inform teaching staff of any relevant issues that may affect students completing work and taking part in lessons
- Contact vulnerable pupils that are working from home weekly.

### **2.5 Subject leads**

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject to ensure coverage of the curriculum is balanced.

### **2.6 SENDCo**

The SENDCo is responsible for ensuring that children with EHCP are able to access home learning as appropriate to their need. They will oversee the remote learning provided by the teachers for individual children and direct 1:1 support TAs on how to support their children learning at home

### **2.7 Designated Safeguarding Lead**

The DSL is responsible for Safeguarding as laid out in the Child Protection Policy and its Addendum linked to the COVID-19 Pandemic

### **2.8 Pupils and parents**

The academy and Trust Acceptable Use Policy of IT and Email policy will be followed when communicating with pupils and parents.

Staff can expect pupils learning remotely to:

- Attempt to complete the work to the best of their ability
- Submit the completed work as necessary
- Discuss with their parents when there are issues relating to the work set or remote learning in general
- Seek help from teachers if they need it
- Engage in the live zoom sessions with their teachers

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Ensure work is completed on time and submitted as necessary
- Seek help from the school if they need it or if they have concerns about their child's ability or motivation to complete the work
- Be respectful when making any complaints or concerns known to staff

## **2.9 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 individuals:

- Issues in setting work – talk to the Vice Principal, the relevant subject lead or SENDCO
- Issues with behaviour – talk to the Principal or Vice Principal
- Issues with IT – email [matictsupport@deferrers.com](mailto:matictsupport@deferrers.com)
- Issues with their own workload or wellbeing – talk to the Principal or Vice Principal
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

## **4. Data Protection**

Staff will follow the procedures in our Data Protection Policy for recording, reporting and responding to data breaches, suspected data breaches and cyber security incidents

The Data Protection Act, GDPR and other relevant policies require the academy to assess the lawful basis for Data Sharing and the Data Protection suitability of providers of services/platforms, and this information will be published in Privacy Notices

### **4.1 Accessing personal data**

When accessing personal data, all staff members will:

- Have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure they log out after use. Do not allow access to the site to any third party.
- Teachers are able to access parent contact details via Google Drive which is secured by their school email password. Do not share any details with third parties and ensure Google Drive is logged off after each use.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

#### **4.2 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

### **5. Safeguarding:**

The academy recognises that safeguarding out of the classroom is as important as safeguarding inside it and staff will continue to follow and apply safeguarding advice to remote learning situations. The Child Protection Policy and any addendums added during this time of the pandemic, remains in place and should be followed at all times.

### **6. Monitoring arrangements**

The Trust's Education and Standards Committee will review this policy in January 2021. The Local Governing Board will monitor this.

### **7. Links with other policies**

This policy is linked to our:

- Behaviour Regulation Policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online Safety Policy
- Code of Conduct

#### **ADDITIONAL RESOURCES:**

##### **Zoom Protocols:**

[https://drive.google.com/file/d/1Oi\\_q\\_SmFn6l3NXH3AcL0EZUmOAeGIRIP/view?usp=sharing](https://drive.google.com/file/d/1Oi_q_SmFn6l3NXH3AcL0EZUmOAeGIRIP/view?usp=sharing)

##### **EEF Remote learning research:**

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

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