

# **ASKERN LITTLEMOOR** **INFANT ACADEMY**



## **Remote Learning Policy**

<b>Policy Published</b>	<b>September 2020</b>
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<b>Next Review</b>	<b>September 2021</b>

Every child has been expected to attend school from September 1<sup>st</sup> 2020. In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Coovd-19.

This policy outlines expectations for the following scenarios:

- Class bubble or partial school closure
- Individuals having to self-isolate due to close contact with someone who has had a positive test
- Individual pupils isolating due to health issues (based on government advice).

# ASKERN LITTLEMOOR INFANT ACADEMY

## REMOTE LEARNING POLICY

### Intent

Our intention is to meet the following aims:

To provide remote learning for pupils when they are not being educated in school, minimising the disruption to their education and the delivery of the curriculum.

Ensure provision is in place so that all pupils have access to high quality learning resources.

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

Protect pupils from the risks associated with using devices connected to the internet

Provide appropriate guidelines for data protection

We have used research from the Education Endowment Foundation as a basis for our approach to remoting learning. <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely>

When implementing strategies to support pupils' remote learning, key things to consider include:

1. Teaching quality is more important than how lessons are delivered.
2. Ensuring access to technology is key, especially for disadvantaged pupils
3. Supporting pupils to work independently can improve learning outcomes
4. Different approaches to remote learning suit different types of content and pupils

### Implementation

Our approach to remote education includes a blend of online learning and resource available through online learning platforms such as the Oak National Academy, White Rose Maths and BBC Bitesize. Thus is in addition to activities resourced by the teacher.

Virtual face to face meetings or lessons will be held through Zoom if the whole class bubble is closed.

The remote learning set will be in line with the learning that would take place in the classroom ensuring that the children do not fall too far behind in their learning.

### Roles and responsibilities

#### Teachers

- Plan lessons in school, demonstrating to the children how to use Seesaw. Give the children opportunity to practice so they will be able to use this platform at home.
- A weekly home learning task will also be set on Seesaw to encourage familiarity with the platform prior to any lockdown.

- Be available between 9am and 4pm when working remotely.
- Coordinate with relevant school staff via email, phone, Teams or Zoom meeting to ensure consistency of provision.
- Seek advice from other relevant staff members.
- In the case of a bubble closure, teachers will create a timetable on Seesaw so that children learning at home have a structure to follow which matches the in-class timetable of lessons wherever possible.
- Share resources, including websites, Powerpoint presentations and worksheets on Seesaw or through Zoom live lessons.
- Check the Seesaw comments and respond as quickly as possible to requests for support from families at home.
- Organise live lessons/meetings on Zoom at least once a day if the class bubble has closed.
- Arrange for pupils to share their work via Seesaw. Provide feedback on Seesaw or in a Zoom meeting.
- Ensure that all parents have signed the Remote Learning agreement for Seesaw.
- Keep in touch with pupils who aren't in school.; this could be either through Seesaw, email or telephone.
- Respond to comments on Seesaw as soon as possible, and always within 48 hours.
- Any complaints or concerns shared by parents should be reported to the relevant staff members- eg. SLT/SENCO.
- Seek support from colleagues with the use of technology if required.
- If unable to work for any reason during this time, for example due to sickness or caring for a dependent, report this using the normal absence procedure.

### **Teaching Assistants**

- Support staff may be deployed to support across the school as needed.
- When assisting with remote learning, teaching assistants must be available during their normal contracted hours.
- They must communicate with class teachers to find out how they can help with remote learning.
- 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.
- Keep in touch with any pupils with whom they work in a regular basis.

### **Subject Leaders**

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 planning for their subject remotely to make sure all work set is appropriate and consistent through quality assurance of planning and observing any recorded/live lessons.
- 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 – quality assurance of remote learning, feedback and participation of pupils.
- Alerting teachers to resources they can use to teach their subject remotely, including the Oak Academy and BBC Bitesize.

### **Senior Leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school through whole staff training and individual coaching.
- Monitoring the effectiveness of remote learning through regular meetings with staff and through collecting feedback from pupils and parents.
- Monitoring the effectiveness of remote learning through quality assurance of lesson planning and the use of recordings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### **Role of Families**

Parents and carers are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Ensuring their child is able to learn remotely and that the schoolwork set is completed on time and to the best of their child's ability.
- Checking the timetable on Seesaw and make plans to complete the work by the end of the day.
- Accessing the relevant resources.
- Finding an appropriate place to work, concentrate and try hard.
- Sharing work via Seesaw.
- Asking for help from teachers via Seesaw, email or phone.
- Informing school if pupils are unwell and therefore cannot complete their work.

### **Teaching staff codes of conduct**

- When delivering live lessons with students, or a remote meeting with a parent, the Askern Littlemoor Infant Academy dress code should be followed, even if you are delivering from home.
- When delivering live lessons or recording videos for You Tube, ensure that the space used is suitable. i.e. not from a bedroom and your background is blurred.

## Models of Remote Learning

Scenario	Arrangements
The bubble is open so the teacher is teaching the class in school but there may be individuals self-isolating.	Work will be set for children who are self-isolating within 24 hours of being informed. Self-isolating children should access Seesaw daily. There will be an English, Maths and topic task set daily. Teachers will respond to the work completed within 48 hours.
The bubble or whole school is closed so the teacher is working from home.	Teachers will display a timetable of daily tasks as a Seesaw announcement. Timings for live lessons on Zoom will be included on the timetable. There will be at least one opportunity to meet with teachers on Zoom each day.
Class teacher is self-isolating but remains well and the bubble is open.	Children attend school as normal. The class teacher will deliver core lessons on Zoom with another member of school staff in the classroom to facilitate and support learning. Teach a phonics and a maths lesson live each day using Zoom, Lessons will have a 20-minute duration to facilitate high quality engagement from students and ensure staff and students have time to move from team to team throughout the day. Ensure that 3 hours of lessons are in place on our remote learning platform, Seesaw, each day and that the work is marked on a daily basis. Teaching assistants will join the live remote lessons to offer support to students they would normally work with

### Impact

Through this structured and supportive approach to remote learning, we hope to have the following impact:

Children working from home do not fall behind in their learning.

Children will feel connected to their class and staff, and will know how to get help.

### Further Roles and Responsibilities

#### The Head Teacher

The Head Teacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning

- Reviewing the effectiveness of the policy annually.
- Arranging any additional training for staff to support pupils' remote learning.
- To quality assure the remote learning arrangements on a weekly basis.

### **Designated Safeguarding Lead**

The designated safeguarding lead is responsible for:

- Supporting vulnerable students and respond to any safeguarding concerns.
- Attending and arranging any safeguarding meetings that occur during the remote learning period.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring all safeguarding incidents are adequately recorded and reported.
- Ensuring that phone calls made to vulnerable pupils are made using school phones where possible.
- Keeping in contact with vulnerable pupils' social workers or other care professionals during the period of remote working.

### **SENCO**

The SENCO is responsible for:

- Liaising with the head teacher to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made as required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely and making any alternate arrangements for SEND pupils in consultation with the HT and other organisations.
- Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

### **Staff Members**

Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
- Adhering to the School Code of Conduct at all times.
- Taking part in any training conducted to meet the requirements of the policy.

### **The Trust IT Support Staff**

IT support 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 office
- Assisting students and parents with accessing the internet or devices, including hardware set up for devices provided by the Department for Education for students who do not have IT access in their home setting.

### **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

### **Resources**

#### **Learning materials:**

For the purpose of remote learning, the school may make use of:

- The online learning platform- Seesaw
- Home learning pages on the school website
- Educational websites
- Powerpoint presentations and worksheets created by our teachers
- Live meetings/lessons on Zoom
- Pre-recorded video lessons. Eg ReadWriteInc and Oak Academy.

Teaching staff will liaise with the SENCO and other relevant colleagues to ensure all pupils remain fully supported for the duration of the home learning period.

#### **How to access the Seesaw online learning platform:**

- For tablets or phones, download the **Seesaw Class App**
- For laptop or desktop computers, **go to [app.seesaw.me](https://app.seesaw.me)**
- Your child logs in by clicking **I'm a Student**
- They then **enter the text code**

For parents who are concerned that their child will not be able to access virtual and blended learning they will be advised to contact the academy as soon as possible. We will work with the community to ensure every student can access the learning offer by working with the Department for Education to supply students with the hardware required for home learning.

### **Online Safety**

All staff and pupils using video communication via Zoom must:

- Communicate in groups- no one to one sessions will take place.

## **Data Protection**

### **Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will access data, on the secure server on Microsoft office 365.

### **Processing personal data**

Staff members may need to collect and/or share personal data such as such as email addresses 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 – 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

### **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 leader or SENCO

Issues with IT – liaise with IT staff

Issues with their own workload or wellbeing – talk to their line manager

Concerns about data protection – talk to the SLT who will report it to the Trust's data protection officer

Concerns about safeguarding – talk to the Designated Safeguarding Lead and report any concerns via CPOMS.

## **5. Monitoring arrangements**

This policy will be reviewed by the full governing body and Leger Education Trust

## **6. Links with other policies**

This policy is linked to our:

Behaviour and Anti-Bullying and Exclusion Policy

Child protection and Safeguarding Policy

Data protection policy and privacy notices

ICT and internet acceptable use policy

Online safety policy

Covid Operational Procedure