





REMOTE LEARNING POLICY

Date Reviewed	6 th July 2022	
Signed Headteacher		
Signed Chair of Curriculum & Standards		
Date Revised	Summer Term 2024	

School Response to Pupil Absence due to Self-Isolation or Statutory School Closure

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning
- To ensure the school is ready to meet the needs of all children if they are required to stay home.
- Provide support and guidance for parents on how to meet the requirements.
- To meet the requirements set out by the government so that children can continue to succeed if at home.
- Provide appropriate guidelines for data protection

Roles and responsibilities

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.
- 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.

Designated Safeguarding Lead

A child who is self-isolating is no longer seen in school on a daily basis, and regular safeguarding checks must be made to ensure the child is safe. The DSL team is responsible for all safeguarding concerns, including those related to remote learning. (Please refer to the school Safeguarding Policy) Therefore, in addition to contacting families directly about remote learning, school will also carry out welfare checks for identified, vulnerable families.

These will be done by telephone wherever possible, but if needs be, safe and well checks will be carried out at the home address. In line with national guidance, children are 'rag rated' in terms of vulnerability. Children classed as 'green' will receive contact with a primarily academic focus, but include an opportunity for the family to receive additional support if they ask for it. Telephone contact will be made with these families every 3 weeks by telephone (although daily contact via Tapestry is encouraged). Families rated as 'amber' will be contacted by telephone once a week and their wellbeing discussed with the parent, and families rated as 'red' (usually CP/CIN/ Complex SEND or identified children) will be contacted by telephone twice weekly. These discussions will be triangulated with any professionals involved with the family.

Teachers

When providing remote learning, teachers will be available between 9am-3pm on their working days, with appropriate time for breaks and lunch.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

Remote Learning priorities-

- Teachers will provide learning for their current class. The amount of work they need to provide is daily Maths and English lessons plus 3/4 lessons for foundation subjects each week.
- Daily phonics lessons will be provided through letters and sounds YouTube channel. Children will be signposted to the appropriate level.
- Teachers will use resources provide by the Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders.
- The work will be set weekly and uploaded to Tapestry. The tasks will be broadly differentiated to ensure all children can access remote learning.
- Paper packs will also be provided and these will include resources for use alongside Tapestry tasks and scaffolding support.
 - Where a class or cohort is asked to stay home, daily videos will be uploaded to Tapestry to structure the learning and to provide 'face to face' teaching.
- Teachers may set individual learning challenges to support or challenge children via the Tapestry platform. Children will be encouraged to also work on personal projects based on their interests.
 - Tasks will be adapted in accordance with formative assessment, engagement and pupil voice.

Providing Academic Feedback

- Teachers will respond to all work posted via Tapestry, which acknowledges the achievement and/or character of learning behaviour.
- In the case of a national or local lockdown, Teachers will call pupils/parents at least every 3 weeks to discuss academic issues. But, they will be contactable via Tapestry, daily and via telephone if necessary. Pastoral support will be tailored to an individual's needs.
- Children/ parents who have communicated via Tapestry will receive a check-in call to offer support and guidance. Parents will receive a suggested timetable and the expectations set by the government.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am-3pm.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they will report this using the normal absence procedure.

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

- Supporting pupils who aren't in school with learning remotely
- Liaise with class teachers to support planning and resourcing differentiated learning
- Their strengths will be utilised in creating videos to share wider skills such as paper craft, PE and sign language.

Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use School laptops and iPads as the school's preferred devices to be used when accessing any personal information.

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
- 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 – Subject Lead or SENCO/ SLT
- Issues with behaviour –Phase Leader or SLT member
- Issues with IT –Helen Drinkwater or via email to Martin Latham ICT technician
- Issues with their own workload or wellbeing –Share concerns with Phase Leader/SLT or Helen Drinkwater DHT and Mental Health First Aider
- Concerns about data protection – Anna Pendleton as DSL
- Concerns about safeguarding – talk to the DSL team- use My Concern to log concerns

Links with other policies

- Behaviour policy
- Child Protection policy and Coronavirus Addendum to our Child Protection policy
- Data Protection policy and privacy notices
- Home-school agreement
- ICT and Internet Acceptable Use policy
- Online Safety policy