



Remote Learning Policy

| Policy Details | | | |
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| Written by (signed, role) | Checked by (signed, role) | Date | Review due |
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Remote Learning Policy

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1. Rationale

Remote learning is a method of ensuring that pupils who are not able to access education in their school setting are able to continue their learning from their homes. Remote learning could be required in a number of situations that cause prolonged absence from school due to confounding variables, such as national or regional lockdowns.

This policy is written in response to the COVID 19 Pandemic and the lessons learned from enforced 'lockdown' and the good practice which we quickly developed during this period. This policy reflects the latest advice from the DfE and will be under constant reviewed and subject to amendments.

2. 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

3. Successes from the lockdown in March 2020

Since March 2020 the federation has provided a successful model, which included:

- Engagement and communication with parents through telephone calls, Class Dojo, Website, emails and letters.
- Face to face family house calls for the delivery of learning packs
- Implementation of Remote Learning Policy
- Support and engagement from all staff
- All families being contacted (at least) weekly by their class teacher or a member of the leadership team
- Regular communication from parents via Class Dojo where families have been encouraged to send photos and feedback to teachers about home learning.
- Robust monitoring systems and support to ensure a high quality of remote learning is provided for all.

4. Ongoing Contingency Planning

We are aware that, in the current climate, there are many reasons that will require remote learning to be provided, and this in itself presents new and ongoing challenges for all stakeholders.

4.1 Identified possible remote learning scenarios:

- Individual children / staff who are waiting to be tested/isolating
- A partial lockdown involving bubbles or classes
- A longer term whole school lockdown
- Key worker/vulnerable pupils (those who are LAC or for whom there are Safeguarding related issues) attending school only
- Short term staff absence
- Long term staff absence

4.2 The Need for Flexibility of Learning

We acknowledge that the circumstances that result in full or partial school closure will affect families in a number of ways. In our planning and expectations, we aim to be as flexible as possible and would hope that this too is mirrored by our parents / carers.

We take into account the following:

- That parents / carers may be trying to work from home so access to technology as a family may be limited.
- That parents / carers may have two or more children trying to access technology and may need support to help prioritise.
- That staff may be trying to manage their home situation and the learning of their own children.
- Our pupils may not tolerate 'learning' at home due to their special educational needs, particularly pupils with fixed distinctions between home and school.
- Systems may not always function as they should.

An understanding of, and willingness to adapt to, these possible difficulties on all sides is essential for success.

We also acknowledge that teachers will face different challenges in these circumstances with the need to provide a 'blended learning' approach to support pupils working from home alongside those who remain in school.

We believe that it is in the best interests of our children that we continue to provide structured support to the very best of our ability. Staff will work in close partnership with parents / carers to support them and their son / daughter to engage with their personalised learning in the most effective way possible if they are not to be able to attend school.

5. Roles and responsibilities

The challenges in providing ongoing remote education for our pupils are significant. They require differing degrees of support by experienced teaching staff who are aware of their abilities, challenges, linguistic understanding and all of the resulting implications on their learning.

Pupils will be provided with a remote education which is of a high quality and aligns as closely as possible with in-school provision. All learning will be set by the class teacher via email or by post / hand delivered if this is preferred by families. Planning and activities will be structured around the Education, Health & Care Plans of individual pupils in line with current topics due to be accessed by pupils at school.

Teachers will arrange learning in a manner that does not overwhelm our children and continues to provide them with a personalised approach, informed by their wider needs (including the guidance of specialists).

Teaching and learning will be tailored according to the needs of the pupils and their wellbeing. Teachers will continue to be in weekly contact with families of those pupils not attending school by telephone and Class Dojo to ensure that ongoing planning is appropriate, meaningful and manageable. In all communications we will prioritise the wellbeing of our children and their families.

2.1 Teachers

All staff must be available to work their normal contracted hours. 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 procedures. If it affects the completion of any work required ensure that arrangements have been agreed with SLT and other members of their team to ensure work is completed.

When providing remote learning, teachers are responsible for:

- Setting work or activities in line with the curriculum intent and medium term plan.
- Uploading appropriate activities or work based tasks to an accessible platform for individual students in their group (e.g. Class Dojo, school website, or via email)
- Providing the necessary resources and tools to complete the set tasks or adjust learning to ensure it is accessible from an alternative environment.
- Providing tasks and activities that closely follow the class timetable wherever possible.
- Ensuring that links provided to other websites are safe and content is appropriate.
- Providing support and guidance to parents and families to enable them to support remote learning.
- Providing appropriate and supportive feedback on pupil's learnings, celebrating pupil's achievements.
- Responding to emails or requests for support from pupils and parents during working hours.
- Keeping a record of who is engaging with and completing remote learning tasks. This data will be collected by SLT as they monitor contact, and encourage engagement.
- Raising safeguarding or behaviour concerns immediately with the relevant people and following school procedures, so they can be dealt with promptly.
- Attending virtual meetings with staff, parents, pupils or other professionals as required. Keeping in mind professional standards;
 - Awareness of Dress code
 - Awareness of Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Teachers should expect contact with students on a weekly basis – lack of contact to be referred following safeguarding procedures.
- At least weekly calls to be made to all pupils and their families during prolonged absences.
- Additional calls to be made to pupils identified as vulnerable – liaison with safeguarding lead on the frequency expectation of these calls.

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- Liaise with relevant department lead or SLT regarding any complaints or concerns shared by parents or pupils.
 - Any safeguarding or behaviour concerns to be raised immediately with the relevant people so they can be dealt with promptly.

2.2 Teaching Assistants

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

- Supporting pupils who are not in school with remote learning as directed by class teacher or department lead. Information will be provided of:
 - Which pupils they will need to support
 - How they should provide this support.
 - How to record or outcomes of support.
- Complete teaching and learning tasks as required, for example – preparing resources, marking work or intervention work.
- Attend virtual meetings with teachers, parents and pupils as requested. Keeping in mind professional standards;
 - Awareness of Dress code
 - Awareness of Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

2.3 Department Lead or Subject Lead

Alongside their teaching responsibilities, leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change or be adapted to accommodate remote learning and sharing this information with colleagues.
- Working with teachers teaching their students remotely to make sure all work set is appropriate and feedback is effective.
- Coordinate any additional remote learning expectations, such as report writing or professional meetings.
- Monitor parental contact and support any difficulties that may arise in gaps in communication.
- Respond accordingly to any complaints or concerns shared by parents and pupils, any safeguarding concerns or behavioural issues efficiently so they can be dealt with promptly.

2.4 Senior Leaders

Senior leaders are responsible for:

- Coordinating remote learning approach across the school.
- Monitor the effectiveness of remote learning – through regular meetings with teachers and leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Analysing contact and engagement data and make contact with families to establish reasons for non-engagement. If the issue is a lack of resources, school will provide appropriate assistance in this area.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Coordinating any additional remote learning expectations, such as EHCP reviews, report writing or professional meetings.

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- Monitoring communication and safeguarding of hard to reach students and families.
 - Monitoring and keep record of pupil issues – illness, self-isolation/ quarantine extended absence, lack of communication, behavioural issues, safeguarding concerns.

2.5 Designated Safeguarding Lead/Operational Safeguarding Lead

The DSL is responsible for:

- Ensuring the most vulnerable students are contacted regularly during any period of remote learning and any concerns are promptly dealt with following school procedure.
- Recording of safeguarding concerns are adhered to, monitored and referred accordingly.
- Liaising with relevant professionals – social workers, safeguarding agencies, medical team to ensure welfare of all students.

2.6 Admin Team, Business Manager and IT staff

Responsible for:

- Fixing issues around systems used to set and collect work.
- Helping staff and parents with any technical issues they may be experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Updating the website with work and celebrations.
- Supporting other financial implications of remote learning. For example -free school meals.
- Sharing communication directed to central post box – answering any enquiries or forwarding them to the most appropriate person.

2.7 Pupils and parents

Staff will provide remote learning that is mindful of the special educational needs of our pupils.

We will endeavour to ensure any activities we provide are accessible and deliverable for parents and carers. We understand that delivering learning at home is challenging and we are here to support.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise unable to complete work.
- Alert teachers if they are unable to access work that has been set.
- Seek help from school if they need it.

2.8 Governing board

The governing board is responsible for:

- Monitoring the schools approach to remote learning to ensure that education remains as high quality as possible.
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

6. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Concerns about safeguarding – Tracy Tandy DSL (Old Hall) / Rachael Bowen DSL (Mary Elliot)
- Issues in setting work – Your Department Lead in the first instance.
- Concerns/Issues with behaviour – Tracy Tandy (Old Hall) / Rachael Bowen (Mary Elliot)
- Issues with workload or wellbeing – Claire Murless (Old Hall) / Rachael Bowen (Mary Elliot)
- Concerns about data protection/ GDPR – Julie Hale (Federation Business Manager)
- Class Staff and Senior Leaders available for contact through Class Dojo.

- Old Hall School contact information:
 - Telephone: 01902 368045
 - Email: postbox@old-hall.walsall.sch.uk

- Mary Elliot contact information:
 - Telephone: 01922 490190
 - Email: postbox@mary-elliott.walsall.sch.uk

As is the procedure in any aspect of school life, breaches of protocol or concerns should be communicated to a member of SLT.

7. Data protection

4.1 Accessing personal data

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

- Use school allocated school devices, such as laptops or iPads.
- Only use school email accounts to contact parents/professionals.
- Access data on through the secure Office 365 portal, for both email and One Drive Storage.
- Share learning materials via Class Dojo, which has its own strict Network and Infrastructure Security measures or via email.
- Ensure that group emails do not share other individuals email addresses.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parents email addresses or families phone numbers to be able to actively and effectively support 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.

4.3 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)

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- 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.
 - Locking the device (ctrl/alt/del) if leaving the screen unattended for any period of time.
 - Not sharing the device among family or friends
 - Antivirus and anti-spyware will be updated regularly by LA ICT
 - All operating systems will be regularly updated by LA ICT.

8. Safeguarding

If staff have any concerns regarding any aspect of Safeguarding, they must:

- Follow the schools safeguarding procedures.
- Refer to Designated Safeguarding Lead, or in case of concerns about a member of staff, the Head of School.
- Record all concerns on My Concern, accurately and in a timely manner.

9. Monitoring arrangements

This policy will be reviewed for its effectivity regularly throughout the developing situation. Amendments will be made to better reflect our approach and any changes in DfE guidance.

10. Links with other policies

This policy is linked to our:

- Child protection and Safeguarding policy, including Covid 19 policy update (Appendix 8)
 - [Old Hall Safeguarding Policy](#)
 - [Mary Elliot Safeguarding Policy](#)
- Positive Behaviour policy
- Data protection policy
- ICT and internet acceptable use policy
- Online safety policy
- Use of Personal Devices in Exceptional Circumstances.
- Code of Conduct