



REMOTE LEARNING POLICY

LUDGVAN SCHOOL

Last review date	September 2020
Date approved by the Local Academy Committee	October 2020
Date for next review	January 2021

Introduction

The Leading Edge Academies Partnership (the 'Trust') is a team of school leaders that aim to be Leading Edge and pioneering in their approach to education and well-being. We are a growing family of like-minded schools that offer a values based education to the communities we serve and welcome staff, workers, students, parents/carers and volunteers from all different ethnic groups and backgrounds.

The term 'Trust Community' includes all staff, trustees, governors, students, parents/carers, volunteers and visitors.

We are a values based Trust, which means all actions are guided by our six 'Es' as follows:

- Ethical – 'Doing the right thing'
- Excellence – 'Outstanding quality'
- Equity – 'Fairness and social justice'
- Empathy – 'Caring for others'
- Evolution – 'Continuous change'
- Endurance – 'Working hard and not giving up'

This policy is based on the values of 'Ethical, Excellence, Equity, and Endurance'

Related policies and documents

- Coronavirus Contingency Plan- September 2020
- Behaviour Policy
- Special Educational Needs (SEND) 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

Values Statement

Learning is the central activity of the Leading Edge Academies Partnership and informs every decision that takes place. All staff, students, trustees, parents and community partners are encouraged to participate as lifelong learners. We aim to develop a community of learners that work to enhance the quality of life of all. We oppose beliefs that limit individuals realising their potential as we are committed to raising aspirations for all. All change should be informed by research and considered by all groups it will involve. We endeavour to promote a healthy lifestyle both within the curriculum and beyond. We enable the students to access a flexible curriculum developed to meet the needs of the individual

1. Aims

This remote learning policy aims to ensure that, despite not being able to attend school our children will continue to receive the best possible education – broad, balanced, appropriately sequenced and assessed.

It 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

Our remote learning policy will be crucial in three ways;

- 1) Lockdown contingency - local or national
- 2) Outbreak contingency isolation (group/class/bubble)
- 3) Non-attending children (e.g. those that are unable to attend school due to clinical vulnerability)

2. Roles and responsibilities

2.1 Teachers

In addition to their in-school work with eligible pupils and Key Worker pupils, teachers will continue to support children that are unable to attend.

When providing remote learning from home, teachers must be available between 0900-1500. Teaching staff are required to self-isolate if they show symptoms or they have been told to shield and/or have received a letter to confirm this. School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Whilst self-isolating, and if able to do so, staff may be asked to support with the following:

- online learning provision for their year group.
- planning material for their class; feedback (via Seesaw).
- and/or be given school improvement work in line with the School Improvement Plan – the nature of this work will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.

When providing remote learning, teachers are responsible for:

➤ Setting work. Teachers must:

- set work for their own class (and any they may be covering) by 0830 each morning. Work can be provided in advance.
- ensure work represents a broad and balanced curriculum and is indicative of a normal day's learning
- ensure that children are able to upload their work to Seesaw in the correct manner
- communicate with other staff members to ensure that those children in school and out are receiving equal opportunities. This includes access to digital technology.

➤ Providing feedback on work. Teachers must:

- Follow up with children to ensure work is submitted by all
- Acknowledge all work submitted and provide verbal or written feedback where necessary. Feedback to be provided no more than one working day after submission.

➤ Keeping in touch with pupils who aren't in school and their parents. Teachers must:

- Ensure they check in at least weekly with all children not in school. This may take the form of phone call, video call, email or online message (through school platform). This is in addition to work feedback.

- Answer emails from parents within one working day, but are only expected to do so during normal working hours (0830-1700)
- Any complaints or concerns should be dealt with Immediately, Involving an SLT member If necessary. Safeguarding concerns should be recorded on MyConcern and also shared with DSL or DDSL If urgent.
- Follow up a failure to submit completed work by communicating with the child and their parents using the communication channels listed above.

➤ Attending virtual meetings with staff, parents and pupils. Teachers must:

- Ensure they are dressed appropriately and In a suitable environment to conduct a meeting e.g. avoid areas with background noise; nothing Inappropriate In the background etc.

During potential partial closure, teachers may also be needed to teach In school. If this Is the case, It Is vital that staff members are given enough time to prepare and provide home learning also.

In order to ensure teachers are able to perform the minimum expectations outlined above; the school will provide a range of training opportunities that teachers should access to before any planned school closure. Teachers should ensure that they have looked through specific instructions, watched walkthroughs, and attended teacher training sessions. If teachers require support with any aspects of remote learning, they are encouraged to consult their line managers or the Senior Leadership team.

Teachers will work on the assumption that learners will not necessarily have the full range of books and equipment that they would usually have in school.

Teachers should ensure that work is differentiated appropriately as required for all learners when setting online tasks. For SEND pupils, advice can be sought from the SENDco.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 0900-1500.

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 assisting with remote learning, teaching assistants are responsible for:

➤ Supporting pupils who aren't in school with learning remotely. This may be:

- Supporting Individuals within their class or the wider school
- Academic or pastoral support and may take the form of email, phone call, video call or online chat (using school platform)

➤ Attending virtual meetings with teachers, parents and pupils. Support staff must:

- Ensure they are dressed appropriately and In a suitable environment to conduct a meeting e.g. avoid areas with background noise; nothing Inappropriate In the background etc.

If support staff are also working In school during a partial closure, it Is vital that they are given enough time to continue their regular support also.

2.3 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Insert details, such as:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning. This will take place through regular meetings with teachers and subject leaders, reviewing work set, analysing engagement and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video (for example, when working from home).

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Ludgvan School staff and volunteers have access to a trained DSL (or deputy). Each day, staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely.

2.6 IT staff

IT lead and technician 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

2.7 Pupils and parents

Assuming that a learner is healthy and well enough to work, learners will be expected to participate as fully as possible in the remote learning process,

Learners will also be expected to read and respond to communication from the school (e.g. an email from a class teacher) on a regular basis.

Staff can expect pupils learning remotely to:

Insert details, such as:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- 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

Staff can expect parents with children learning remotely to:

Insert details, such as:

- 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

If pupils or parents have any questions about the nature of specific tasks set, these should be directed towards the class teacher. If there are questions about a learner's overall workload (e.g. a learner feels they are overwhelmed or falling behind), these should be directed to the class teacher. If they feel that the Issue has not been resolved, they should then contact the Principal.

2.8 Local Academy Committee

The local academy committee is responsible for:

Insert details, such as:

- 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

2.9 SENDCO

The SENDCo will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers using CPOMS if required.

3. Who to contact

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

- Issues with behaviour – talk to Adam Anderson
- Issues with IT – talk to Chris Uren or Aaron Wilson
- Issues with their own workload or wellbeing – talk to Adam Anderson
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- How they can access the data, through SIMS or teacher2parents
- That this data should only be accessed through a school device where possible

4.2 Processing personal data

Staff members may need to collect and/or share personal data 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.

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)
- 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

5. Safeguarding

See Coronavirus safeguarding addendum.

6. Monitoring arrangements

This policy will be reviewed termly by Adam Anderson. At every review, it will be approved by the Local Academy Committee.

Contacts and Useful links

When there is a confirmed case in an education setting, you are now being asked to call the DfE's helpline on 0800 046 8687 where you will be directed to the dedicated NHS advice team for nurseries, schools and colleges.

DfE coronavirus helpline 0800 046 8687 (Monday to Friday from 8am to 6pm)
(have your unique reference number (URN or UK PRN) available when calling the helpline)

Department For Education- Links to support learning during coronavirus For parents

- Guidance for parents and carers helping children learn from home (<https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>)
- Find resources to support home learning (<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources>)

For teachers and leaders

- Guidance for teaching children online (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>)
- Shared practice for schools teaching remotely (<https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>)
- Remote education resources for teachers (<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#remote-education-resources-for-teachers>)
- Teaching mathematics in primary schools <https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools>

EEF Covid Support Guide (including guidance on using Catch-up funding)

(<https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/#nav-covid-19-support-guide-for-schools1>)

The EEF Guide to Supporting School Planning: A Tiered Approach to 2020-21

(<https://educationendowmentfoundation.org.uk/covid-19-resources/guide-to-supporting-schools-planning/>)