PORTSMOUTH AND WINCHESTER DIOCESAN ACADEMIES TRUST

Remote Learning Policy

Date Agreed: **November 2020**

Review Date: **November 2021**

Signed: _____

Chair of Governors

**Portsmouth and Winchester Diocesan Academies Trust
St Blasius C of E Primary Academy**

Remote Learning Policy

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	November 2020	RL	GOV	Completed in conjunction with external provider, approved with minor amendments agreed at LGB
2	January 2020	RL & NM		Revised following discussion at LGB and following new guidance from DFE due to national lockdown

THE CHURCH OF ENGLAND

THE CHURCH OF ENGLAND

Policy Explanation and Vision
Remote learning is where the student and the educator are not physically present in a traditional classroom environment. Information is relayed through technology, such as live teaching, videoed lessons, discussion boards, video conferencing, and online activities and assessments.

At St Blasius, remote teaching is when work is set and accessed away from the academy's school building, normally in the home environment. In the event of any reason where remote learning is necessary, we will ensure that appropriately differentiated academic learning is accessible for all children. This may be implemented through Microsoft Teams and Class Dojo. Where online remote learning is not immediately possible due to the accessibility of laptops, or other suitable devices at home, technology may be provided on loan from the school. Paper copies of the work will be supplied to all children where this is required.

Blended learning may also be offered, which is a combination of electronic and paper-based activities.

Remote learning may also be required for staff training, as well as when staff are required to work from home for other reasons but are still fit for work. We aim to provide all staff access to appropriate technology to carry out teaching and learning activities, including training and staff meetings, from home.

Aims
This remote learning policy for staff aims to:
- Ensure consistency in the approach to remote learning;
- Set out expectations for all members of the school community and
- Provide appropriate guidelines for data protection.

Inclusion Principles:
- Tasks need to consider barriers to learning of pupils who are educationally disadvantaged. Task variation, differentiation and appropriate levels of support and challenge need to be factored in. Wherever possible, learning specified within EHCPs needs to continue. Some interventions and therapies could be undertaken remotely;
- Laptops will be provided where available and we will support families to set these up and use them. We will also provide alternative paper resources if digital remote learning is not feasible;
- We will keep in regular contact with the parents and vulnerable pupils (Class teachers/DSLs/SENCO and Principal). The SENCO and Family Liaison Officer will collate information on engagement and well-being and
- We will enable outside agencies to support vulnerable families.

Safeguarding:
Children with special educational needs and disabilities can face additional safeguarding challenges. All staff at St Blasius are aware of these challenges. Further details can be found in the school's Safeguarding Policy, which can be viewed on the school website.

Roles:

Principal
- Co-ordinate and support the work of all staff;
- Monitor the work set by teachers/other staff and
- Organise/facilitate regular meetings with staff as required.

SLT/Remote Learning Lead/s
- Establish policy and procedures for remote learning;
- Facilitate training and meetings for staff and
- Assist in the monitoring of work set by teachers / other staff.

SENCO
- Support teachers to deliver differentiated work;
- Continue to coordinate support for children with SEND;
- Use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place and
- Work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Designated Safeguarding Lead (DSL) and deputies
- Manage any safeguarding issues which may arise while children are learning at home;
- Provide support to vulnerable children and their families;
- Put systems in place to keep in contact with them;
- When a vulnerable child is asked to self-isolate, notify their social worker (if they have one); agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person and
- Check if a vulnerable child is able to access remote education support, support them to access it (as far as possible) and regularly check if they are doing so.

Teachers
- Plan and provide blended learning activities aligned to the school curriculum;
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- Set work that is of equivalent length to the core teaching pupils would receive in school (3 hours a day, on average, across the school cohort);
- Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos;
- Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern;

- Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback at least weekly, using digitally facilitated or whole-class feedback where appropriate;
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding and
- To provide feedback and advice to parents/carers and provide technical advice and support where possible.

Teaching Assistants and HLTAs
- Work under the guidance of teachers / SLT to support the areas listed above and
- Respond appropriately to the situation and the needs of the children, including taking on revised/additional roles where required.

Office Admin Team
- Provide technical advice and support, where possible, to staff and parents/carers and
- Coordinate issues that arise from remote education, i.e. Class Dojo or Microsoft Teams, and raise these with the provider/technical support.

Pupils and parents:
Staff can expect children learning remotely to:
- Be contactable during the school day – the academy recognises that pupils may (and should) not always be in front of a device the entire time;
- Complete and return 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 and
- Comply with the Remote Learning Home School Agreement.

Staff can expect parents with children learning remotely to:
- Make the school aware if their child is sick or otherwise can't complete work;
- Seek help from the school if they need it;
- Ensure any work that has been completed is returned when and how it has been agreed by teachers;
- Be respectful when making any complaints or concerns known, to the staff, following the usual complaints procedure as required and
- Comply with the Remote Learning Home School Agreement.

Who to contact:
If staff or parents/carers have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work – talk to the relevant teacher first, SENCO, SLT;
- Issues with behaviour – talk to the teacher, Principal or Assistant Principals;
- Issues with IT – talk to office staff or staff can email Dataswift;
- Issues with their staff workload or wellbeing – talk to the Principal or CEO;
- Concerns about data protection – talk to the Principal and

- Concerns about safeguarding – talk to the DSL or DDSLs.

Data protection:

Accessing personal data:
When accessing personal data for remote learning purposes, all staff members will:
- Only use academy devices to access personal data and
- Ensure they comply with the relevant related policies.

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 and
- 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 eight 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 and
- Keeping operating systems up to date by always installing the latest updates.

IT Provision:
The Academy will make every effort to try and support families who do not have access to computers or the internet. The Academy will use the government scheme for computing to provide this support and if not a low-tech (paper-based) option will be given to the parents. Following pupils returning to school in the autumn term, laptops and tablets were distributed directly to schools affected by a local coronavirus (COVID-19) outbreaks. These will be available for disadvantaged pupils in years 3 to 11 and clinically extremely vulnerable children from all year groups unable to attend school. These devices will be owned by the school.

Expectations for Home Learning: *(National/Local Lockdowns/isolating children)*
- Work will be set as soon as practically possible, with a home learning pack sent home with the pupils, available for collection or emailed to parents and carers. This will be a short-term solution to allow the teachers to time to plan and adjust work;
- After 72 hours, children will be set work, preferably daily. An adapted learning plan will be sent to children working at home. This will follow the

planned curriculum as closely as possible. This will be sent via email/Dojo or paper copies will be made available for collection where necessary;
- Early Years and Key Stage one children will be provided with daily phonics practice. This could include online videos, or video material produced by staff in school;
- In-line with DFE guidance, we will **"*set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum, 3 hours a day, on average, across the school cohort.*"** We will provide:
  - o 3 hours of reading, writing, maths and a foundation subject to children in all year groups;
  - o This will be delivered through a blended approach, using Class Dojo, Microsoft Teams, emails and paper-based tasks;
- Support for parents/carers and children will be through Microsoft Teams and/or Class Dojo. Telephone calls can also be arranged;
- Pupils will be asked to submit work through one or more of the following methods. Uploading their work to Microsoft Teams or Class Dojo, or keeping a record of work (in exercise books, on paper and/or electronic portfolios), which will be brought into school upon their return;
- Foundation subjects will be taught through projects and topics;
- Children will be provided with additional number/times table work through TT Rockstars/NUMBOTS and reading/phonics tasks through Bug club and
- Where necessary, 1:1 bespoke support will be provided by SENCO or designated LSAs.

This policy is linked to our:
- Behaviour policy;
- Child protection policy and coronavirus addendum to our child protection policy;
- Data protection policy and privacy notices;
- Home-school agreement and
- Online e-safety policy.

Monitoring arrangements:
- This policy will be reviewed annually by the Principal. At every review, it will be approved by the local governing board.