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| Owner | Headteacher/SLT |
| Approver | Academy Council |

# REMOTE LEARNING POLICY

The Government have pledged to prevent a second national lockdown as seen between March and July 2020. New safety measures and guidance have been drafted at both national and local levels to support schools in keeping all staff and pupils safe during this Covid-19 pandemic. Part of these safety measures includes the use of local lockdowns and partial/full closures of schools where safety has been compromised. This policy will support staff and pupils to understand how school will continue to provide highly effective and progressive education in the event of partial/full closure of the school building.

## 1. Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils who are not present in school
- Provide appropriate guidelines for data protection and safeguarding to all members of the school community
- Support pupils to feel nurtured, supported, cared for and trusted, even when they are not in the physical school building
- Support all governors, staff, pupils and parents to understand their responsibilities surrounding remote learning

## 2. Flexibility of Learning

In our planning and expectations, we are aware of the need for flexibility.  We realise that the circumstances that cause our school to close will affect families in a number of ways.
- Parents may be trying to work from home so access to technology as a family may be limited;
- Parents may have two or more children trying to access technology and need to prioritise the needs of the young people
- Teachers may be trying to manage their home situation and the learning of their own children
- Systems may not always function as they should

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

## 3. Expectation Management
We believe that it is in the best interests of our children that we continue to provide structured support to the best of our ability. It must be noted that the work children engage in during a period of closure will be part of our current planning and so cannot be considered optional.

## 4. Roles and Responsibilities

### 4.1 Teachers

When providing remote learning, teachers must be available to provide direct instruction and student feedback between the hours of 8:45am and 3:00pm during term time, or during agreed working times for part-time teaching staff.

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this information, using the usual absence procedure and liaise with the Head Teacher.

In the case of enforced Lockdown, staff are expected to inform the Head Teacher (Katie Robinson) or Business Manager (Louise Buttle) of their personal circumstances, in case it should affect vulnerable or key worker provision.

Teacher responsibility

- o   Teachers are required to set work for the class that they teach

- o   Teachers are required to set sufficient work to correlate with the face-to-face contact time that they would have with each particular class should the school be open as usual;

- o   Teachers will continue to teach in line with current curriculum planning documentation that is already in place throughout school. They will use ensure a range of strategies are incorporated into planned content including the retrieval and deliberate practice of previous 'topics' to develop memory and recall and development-based activities which consolidate existing knowledge.

- o   Teachers will accept the fact that learning remotely will be more difficult so tasks will be set in smaller steps to allow this.

- o   Teachers are required to upload the on-line learning to Seesaw each day by 9am.

- o   Teachers need to make contact, by telephone with each pupil in their class at least once per week of the period of home learning- to check on learning and well-being- and this contact is to be recorded on CPOMS. This will be by telephone.

- o   Teachers need to have a printable pack ready to support the children who have limited access to the internet or compatible devices and these can be collected from the school office between 10am and 2pm

- o   Teachers are free to use a range of resources including Oak Academy resources and learning videos

- o   All documents need to be saved as PDF before they are uploaded- Year groups to store documents in a clearly marked file on the shared drive

- o   Teachers will comment on work in-line with the marking and feedback policy- positive praise once per subject per week, teacher mark twice per subject per week, building in opportunities for children to self-assess within the lesson and responding with a 'like'

- o   Teachers will respond daily to children's uploads

- o   In the case of a partial year group closure, rather than a full year group closure, some tasks may be redistributed to ensure equality of workload

- o   Teachers need to adhere to the Acceptable Use Policy agreements and Staff Codes of Conduct

o Teachers are responsible for taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

Teachers need to be mindful of their own well-being. There is no expectation that teachers will respond to parent/pupil messages, regarding home learning, out of their usual working hours. Teachers are still entitled to their PPA allocation for the purposes of completing assessments and planning. Their allocated day will not change from the in-school provision timetable unless prior arrangements have been made with the Head Teacher. Access to mental health support can be provided on request.

Teaching 'Live Lessons', pre-recorded lessons and attending virtual meetings:

o Dress code and conduct- Staff are expected to present themselves professionally whilst teaching video or 'live lessons' and also whilst attending virtual meetings and CPD sessions. Whilst, it is not necessary to wear business attire, clothing should be smart-casual and should have no offensive symbols or slogans.

o If delivering 'live lessons' Staff ensure that at least 3 pupils are present and lessons are recorded to safeguard both staff and pupils.

o Locations- Staff should choose an appropriate location and back-drop, when attending virtual staff meetings and also when teaching live lessons and pre-recorded video lessons. Please ensure that the back drop is neutral and be mindful of what can be seen in the background. In virtual meetings, be mindful of professionalism and situate yourself in an area that is appropriate.

o During virtual meetings and CPD sessions, staff are expected to request to enter the meeting in good time, in order than virtual meetings can commence promptly. Staff are also expected to leave the camera on their device turned on at all times and to mute their microphone, unless prompted to contribute. The chat functions of meetings' software can be used to raise questions, as well as the raised hand symbol, to alert the presenter of the meeting or CPD session, that they wish to contribute.

**4.2 Teaching Assistants-**

TAs must be available during their usual working hours at AIS and will be allocated appropriate tasks to complete.

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 and must also inform the Senior Leader in charge of producing staff rotas.

Attending virtual meetings with teachers, parents and pupils:

o Dress code- work wear or smart casual attire is required- with no offensive or inappropriate designs

o Locations- avoid areas with background noise and ensure that the background is neutral

o Adhere to Staff Code of Conduct

TAs may also be required to work in school during periods of school closure, as a result of Lockdown or a period of Local Lockdown; again this will be at the direction of the class teacher.

## 4.3 Subject Leads / SENCO

Alongside their teaching responsibilities, subject leads and the SENCO Team are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Ensure that work set is progressive and develops skills/consolidates skills
- Working with teachers, 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
- Monitoring the quality and frequency of the remote work set by teachers in their subject – through virtual meetings with teachers and by sampling/reviewing the quality, pitch and challenge of the work set in line with the monitoring calendar expectations
- Alerting teachers to resources they can use to teach their subject remotely
- SEND team to work alongside parents whose children are on the SEND register, offering support and appropriate activities for parents to help meet the targets on the One Page Profiles, EHCPs .

## 4.4  Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Ensuring Evidence informed practice (ref EEF- Remote Learning practice April 2020) support our practice and principles, ensuring several elements of effective teaching are present – for example clear explanations, scaffolding, and feedback – is more important than how or when they are provided.
- Ensuring teaching staff are supported in providing high quality pre-recorded and Live Lessons on the schools online platform- Seesaw
- Monitoring the effectiveness of remote learning, through: regular meetings with teachers and subject leaders; reviewing work set; sampling the quality of feedback; surveying/sampling the views of pupils and parents/carers and monitoring completion rates in accordance with policy
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 4.5  Designated Safeguarding Leads

The DSL and DDSL's are responsible for:

Ensuring that Safeguarding protocols are adhered to by all staff in terms of the delivery of pre-recorded and live video lessons, as well as supporting pupils through interactions on the Seesaw platform

The DSL will take **lead responsibility** for safeguarding and child protection (including online safety). This will be explicit in the role holder's job description. This person will have the appropriate status and authority within the school to carry out the duties of the post. They will be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

In the case of a partial lockdown the Learning Mentor team will continue to work on site as directed by the DSL. In the case of a full closure, the Learning Mentor team will have directed tasks to complete from home. In the event that they are unable to work due to illness, the usual absence policy will apply.

**The Designated Safeguarding Lead (DSL) for child protection (member of senior management) is:**

Head Teacher: Katie Robinson: krobinson@airedale-jun.wakefield.sch.uk

**The Deputy DSLs are:**

Louise Clarkson - lclarkson@airedale-jun.wakefield.sch.uk Tel: Tel: 01977 556946

Kirsty Allen- kallen@airedale-jun.wakefield.sch.uk Tel: 01977 556946

**The nominated Child Protection Governor is** Sharon Butterfield                sbutterfield@airedale-jun.wakefield.sch.uk tel: 01977 519281

### 4.6 IT provision

IT support staff are responsible for:

- Fixing issues with systems used to set and collect work remotely
- Helping staff and parents with any technical issues they're experiencing remotely
- Reviewing the security of remote learning systems and flagging any data protection breaches to the Data Protection Officer

### 4.7 Health & Safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

- Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly prior to the period of remote learning.

- Teaching staff will ensure they take regular screen breaks during the course of the teaching day.

- If using electronic devices during remote learning, pupils will be encouraged to take regular screen breaks of at least 5 minutes every 20 minutes for older children. Younger children should have more breaks and less screen time

- Screen break frequency should be appropriately adjusted for pupils with medical conditions who will require more frequent screen breaks.

### 4.8 Parents

When children are learning from home and/or isolating parents need to be aware of our safeguarding duties and expect:

- That staff may phone at any time of the usual working day

- Covid-safe home visits or check-ins may be used if staff have concerns or are unable to contact by telephone or seesaw

- That staff will refer concerns about breaches of isolation or safety to the appropriate authorities

- That learning at home in the event of partial/full closure is a school and nationwide expectation

- That we will be professional towards all parents and carers and will expect the same in response

Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning.

- Ensuring their child is supported, allocating time to learn remotely and that the work set is completed on time and to the best of their child's ability.

- Encouraging that their child to access and engage with remote learning material.

- Ensuring their child uses the equipment and technology used for remote learning as intended.

- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of the SEESAW;

- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax;

The school will not contribute to any household expenses incurred while pupils learn remotely.

Parents must make school aware if:

- Their child is sick or has a genuine reason they can't complete home learning

- Their child is struggling to understand concepts and needs further support

- They have any technical issues and unable to access learning content as soon as possible.

- Their child is struggling emotionally and they need support

- N.B. In compliance with Copyright Law and regulations governing the use of photocopiable materials parents must note that resources are for viewing online only on our secure class teams. They must not be printed, photocopied or distributed. The school will not take responsibility for any breach of Copyright Law.

### 4.9 Pupils

When children are learning from home and/or isolating they understand the expectations of them. Including:
- Adhering to the agreed Pupil Acceptable Use Policy
- Engaging proactively with learning tasks set by their teacher
- Ensuring they only access the material shared by their teacher and ask for parental permission to use technology for anything beyond that;
- Seek support for concepts, teaching points unsure of
- Read daily, either independently or with an adult;
- Consider using the school closure time to learn a new skill, follow their own interests to discover more about the world around us or just be creative.

### 4.10 Academy Council

The Academy Council is responsible for:

- Monitoring the academy'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

## 5 Who to Contact

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

- For Safeguarding- Log on CPOMS for a DSL to action (following policy/ KCSIE 2020)
- For Seesaw technical difficulties- Beth Atkinson
- For support to action EHCP/OPP targets- SEND- Claire Lovelock
- Content and curriculum- Jemma Whitney/Individual Subject leaders
- Emotional and mental health support- Learning mentor team
- Complaints from parents- Katie Robinson or Jemma Whitney
- Complaints about parents – Katie Robinson or Jemma Whitney
- Behaviour related concerns- Katie Robinson
- Concerns over staff conduct via remote systems- Katie Robinson
- Concerns over GDPR and personal data- Katie Robinson or Louise Buttle (SBM)

## 6 Data Protection

### 6.1 Accessing personal data

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

- Be able to access student personal data, on a secure cloud service- Bromcom MIS.
- In the first instance, staff should access pupils' personal data on the devices provided by the Trust/School.
- Ensure that smart phone devices/App for using Seesaw have the accessibility set to prevent others accessing and use only the pupils' first names in feedback/comments
- Close down the pupil's personal profile on Bromcom, as soon as the information has been used
- Ensure that no one living in their household has access to secure passwords for Seesaw, staff emails, CPOMs or the Bromcom MIS system.

### 6.2 Processing Personal Data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers, and access to IT equipment, 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.

### 6.3 Keeping Devices Secure

All staff should refer to the Trust/school data protection policy and 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 (Bitlocker)– 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

## 7. Safeguarding

The school's policy of acting immediately in response to any safeguarding concerns remains. Staff and volunteers will continue to follow our Child Protection procedures and advise the DSL of any concerns they have about any child, including those who are not attending school. Both via telephone and by logging any concerns on CPOM's.

It is likely that pupils will be using the internet and engaging with social media far more than standard as a result of Covid-19.  Staff should be vigilant to the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguard and support our pupils.

Staff will follow the process for online safety set out in the Safeguarding Policy.

Staff who interact with children online will continue to look out for signs that a child may be at risk. If a staff member is concerned about the wellbeing of a child, that staff member will report their concern to the DSL or to a Deputy DSL.

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is suffering abuse. Only appropriately trained professionals can diagnose mental health problems, but staff in school are well placed to identify behaviour that may suggest an issue.

If staff have concerns about the mental health of a pupil, they will log this on CPOMS. If a child presents with a medical emergency then this is actioned immediately. Where a multi-agency referral is necessary, this is managed by the DDSL or SENDco. The Mental Health lead is Leanne Dann working alongside Louise Clarkson and Claire Lovelock.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face. As such, it remains extremely important that any allegations of abuse made are dealt with thoroughly and efficiently and in accordance with our Safeguarding Policy.

We will always seek and record the voice of the child and take this into consideration when taking decisions. However, there may be circumstances where we override the child's wishes and feelings to act in their best interests. All members of the school staff and governing body will uphold the ethos of the Equality Act and any prejudicial related incidents will be recorded and actioned immediately.

Please refer to the full safeguarding Policy and Covid addendum for further information and to KCSIE 2020.

## 8. Monitoring arrangements

This policy will be reviewed at least annually, but also in the case of a local or national lockdown, by SLT. At every review, it will be approved by the Trust and the Academy Council.

## 9. Links with other policies (and their Covid-19 addendums)

This policy is linked to our:
- Behaviour policy
- Child protection policy- Safeguarding and Radicalisation
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

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