Remote Learning Policy

BASE Academy Trust

This policy has been designed to work in conjunction with the school's own Computing and Safeguarding policies as an extension due to the Covid 19 outbreak and current teaching practices.

Policy Reviewed:	September 2020
Next Review:	November 2021
Signature of Chair of Trust Board: Craig Graham	Signature of Executive Head teacher: Lisa Whittaker

Version Control

Current version	Previous version	Summary of changes made
Sept 2020		First Version

Contents

1. 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

2. Use of Online Technologies

- Remote Learning will be used when a pupil or class has to self-isolate due to COVID 19.
  When a pupil has to isolate, they will be given a pre-prepared 'Two Week Pack' from the office along with stationary. The class teacher will keep in contact with the family through Class dojo and phone.
  When a class has to isolate, the teacher will prepare a bespoke 'Remote Learning Pack' and deliver daily online lessons. More details on this can be found in section 3.

- A dedicated 'Virtual School' page has been created on the website to host all the information and learning resources for each class.

- SLT have agreed the technologies to be used when communicating with pupils during any period of home learning are ScreenCastify, Youtube, Microsoft Teams, Class Dojo, and Tapestry.

- Training and support in the use of home learning technologies is provided for staff

- When/if using live video or audio, school will ensure that all teachers and pupils are aware of expected behaviour and appearance by using the Online AUP video from Bolton SICT

- Any staff involved in a live audio or video chat with pupils 1:1, must adhere to the guidelines contained in the safeguarding policy

- Teachers will discuss with their pupils how to be good Digital Citizens, including keeping personal information safe and the importance of taking regular screen breaks

- Teachers plan suitable activities to support home learning using a range of preapproved resources from the White Rose Maths, Purple Mash, TT Rockstars, LBQ, The Oak Academy and BBC Bitesize Daily.

- Teachers' expectations of the quantity and quality of work undertaken at home by pupils are adjusted accordingly

- All assessment and marking will be verbal. This is only when appropriate.

- For their health and wellbeing, staff will set their own parameters around when they are available online

- For the health and wellbeing of our pupils not all activities are screen based

- Schools will offer support and guidance to parents/carers on how best support their child at home with regard to their use of technology through the Virtual Schools area of the website.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available each morning.

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 providing remote learning, teachers are responsible for:

> Setting work (Paper Based):

EYFS
- 10 Phonics Activities
- 10 Maths Activities

KS1
- 10 maths lessons
- 10 phonics/reading activities
- 4 Non-Core Lessons

KS2
- 10 maths lessons
- 10 SPAG lessons
- 10 reading lessons
- 4 Non-Core Lessons

These paper resources along with a stationary pack will be delivered to pupils on day 1

> Setting work (Online – recorded or live):

EYFS
- 1 daily Speaking & Listening OR Maths activity
- 1 daily phonics Activity
- 1 inspiration/motivating video per week linked to 'reading for enjoyment'

KS1
- 1 daily maths lesson linked to paper resource along with LBQ/Oak Academy link
- 1 daily phonics lesson linked to paper resource
- 2 weekly Non-Core Lessons linked to paper resource
- 1 inspiration/motivating video per week linked to 'reading for enjoyment'

KS2
- 1 daily maths lesson linked to paper resource along with LBQ/Oak Academy link
- 1 daily SPAG lesson linked to paper resource
- 2 weekly Non-Core Lessons linked to paper resource
- 1 inspiration/motivating video per week linked to 'reading for enjoyment'

Links to the online videos, resources and LBQ codes will be sent daily to Andy Done. These will be uploaded onto the Virtual School area of the website.

> Providing feedback on work – cover details like:
- Teachers will be available each day on LBQ to give feedback
- Teacher will give feedback during live lessons.
- Teachers will give feedback during Castify Videos

> Keeping in touch with pupils who aren't in school and their parents – cover details like:
- Classes will receive a daily text with links to work and LBQ codes.
- Teachers will have access to emails to reply to any messages from parents. This will only be done in school hours between 9am and 3.30pm.

If any pupils struggle to access Virtual School due to hardware, AD will facilitate laptop or LBQ tablet loan for duration of class closure.

A video containing teacher expectations has been created and shared with all teaching staff.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available each morning.

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:

> Attending virtual meetings with teachers

> Complete CPD set by Deputy Head of School using National College

3.3 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 – using the Virtual School area of the website

> Alerting teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school – Andy Done is the lead for any specific support.

> Monitoring the effectiveness of remote learning – meeting with parents and staff, analysis from videos showing how many pupils have accessed, analysis on online tool such as LBQ, purplemash, TT Rockstars, Spelling Shed, MyMaths, Teams.

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

Refer to Safeguarding and Child Protection Policy

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day

> 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:

> Make the school aware if their child is sick or otherwise can't complete work

> Seek help from the school if they need it

> Be respectful when making any complaints or concerns known to staff

3.7 Governing board

The governing board is responsible for:

> 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

4. Data protection

4.1 Accessing personal data

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

> Use the school network to save work

> Prepare learning on their school laptop or tablet

4.2 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

> Keeping operating systems up to date – always install the latest updates

5. Monitoring arrangements

This policy will be reviewed yearly by Andy Done. At every review, it will be approved by the full governing board.

6. Links with other policies

This policy is linked to our:

> Behaviour policy

> Child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy

A. Appendix

<u>DfE Guidance</u>

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to 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
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

B. Appendix

Live Lessons

Microsoft Teams has been set up for KS2 classes across the academy. Andy Done will work with teachers on a 1:1 basis if this approach can be conducted (subject to teacher health & wellbeing). The academy has an education Zoom account set up so non-time limited sessions can take place if needed.