Remote Learning Policy

Aim

The aim of the policy is to:-

• Outline how we provide consistent learning provision for those children learning from home.

• Outline expectations of our staff, parents and learners with regards to children who are learning from home.

• Outline any additional logistical or compliance related preparations including those related to GDPR, Safeguarding and HSE.

Objectives of Home Learning

• To ensure teaching and learning continues as close as possible to normal when children and are not at school.

• To ensure the learning experiences of those who are unable to attend school is as close to the experience of those attending school as possible.

• To provide easy access to the remote learning education resources using Microsoft Teams.

• To minimise the need for printing resources and allow for online completion of learning where possible.

• To recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and make appropriate provisions where practicable.

Responsibilities

Senior Leaders:

Alongside any teaching duties senior leaders will:

1. Co-ordinate online learning approach ensuring consistency.

2. Regularly review online learning provision, working with teachers and parental feedback to identify potential developments and enhancements.

3. Monitor the security and usage of online systems including data protection and safeguarding concerns.

4. Monitor well-being of staff, offering support and intervention as required.

5. Monitor national and local guidance and review policies and practices as appropriate.

6. Address and respond to feedback about whole school approach to remote learning.

7. Identify and approve additional resources in consultation with teachers.

SENDCO:

Alongside any teaching duties the SENDCO will:

1. Provide and regularly review risk assessments for any EHCP or vulnerable children.

2. Ensure continuation of annual reviews and applications for EHCPs.

3. Working with external agencies to supply virtual support to children who are vulnerable or have additional needs.

DSL:

Alongside any teaching duties the DSL will:

1. Work with the SENDCO in the support of vulnerable children.

2. Record any information or disclosures using CPOMS.

Teachers:

1. Set work and provide feedback:

a. Plan or source a programme of work of equivalent educational value and content to the teaching pupils will be receiving in school. Where external providers are used, staff will actively ensure content is matched up as closely as practicable.

b. Ensure work set is challenging, and provide resources, where appropriate, to support less experienced learners with a particular area of learning.

c. Communicate learning in a timely manner.

d. Provide feedback for learners.

2.

a. Maintain contact with pupils (and their parents) working at home by responding to parental/carer email enquiries by communicating via the Key Stage email addresses.

b. Be familiar with and uphold the values of the school's 'Acceptable Use of IT' and 'Online Learning' policies; promote the Acceptable Use of Technology with parent and learners.

3. Monitor use of online learning platforms for engagement and safe-use.

4. Continue to maintain high standards as set out in the Teacher Standards and Staff Code of Conduct.

Parents:

1. Understand the school's plan and make best efforts to support children with their learning.

2. Support their child in safely accessing learning and any links to external organisations.

3. Provide a suitable place for home-learning and support and encouragement to assist their child in engaging with their learning.

4. Only contact the school through approved channels: key stage emails or calling the school office.

5. Encourage a positive attitude towards their child's education and the school.

6. Read all information sent home as this provides information on amendments to school policies, meetings, curriculum and relevant dates.

7. If learning online:

a. Ensure that they do not film the online lessons.

b. Only access the lesson via the child's link.

c. Support the school with regards to online safety.

Children:

1. Treat remote learning with equal esteem to class learning.

2. Follow instructions about when, where and how to complete learning.

3. Continue to embrace the school ethos: Ready, Respectful, Safe.

4. Alert a teacher at the earliest opportunity if they are struggling with a piece of learning.

Governors:

1. Monitor the school's approach to online learning.

2. Offer support to school staff in their provision of whole school learning.

3. Monitor online safety procedures being followed at the school.

Online Safety

The school recognises that its approach to remote learning may require children to have access the internet.

In addition to our existing online safety programme within the curriculum we will:

1. Ensure we follow the 'Online Safety' and 'Acceptable Use of Technology Policies'.

2. Ensure we have a designated Online Safety Lead and provide children with learning on online safety.

Data Protection

For operational reasons, personal information of children and other staff may be shared between staff members. All data must be stored securely and held only for as long as is necessary to complete the task for which the information was assigned.

Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have special needs or children with English as an additional language.

Children with Additional Needs

For pupils with additional needs, we comply with the requirements set out in the SEND Code of Practice. The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of any observations and assessments they have made.

This may include:

- different learning materials or special equipment
- some group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment.

Resources

A wide range of resources will be used to provide remote-learning. Many of these will be the same resources used in class however, on occasion, the teacher will adapt resources to reflect they will be used at home. Additional resources may be acquired and must be approved by a member of the Senior Leadership Team to ensure they meet with the requirements of school policies on GDPR, Copyright and other considerations.