

Approved by:	Children and Learning Committee	Date: September 2020 implemented
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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

1.2 What is remote education?

There are different definitions out there, but these are the ones we will be utilising at Tenacres:

- Remote education: a broad term encompassing any learning that happens outside of the classroom, with the teacher not present in the same location as the pupils.
- Digital remote education: often known as online learning, this is remote learning delivered through digital technologies.
- Blended learning: a mix of face-to-face and remote methods. An example would be the 'flipped classroom', where main input happens remotely (for example through video, Zoom), while practice and tutoring happen in class.
- Synchronous education: this is live; asynchronous education is when the material is prepared by the teacher and accessed by the pupil at a later date.
- A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching

1.3 Remote education is a way of delivering the curriculum

Remote education is a means, not an end. The aim of education is to deliver a high-quality curriculum so that pupils know more and remember more. Remote education is one way of doing this. Although we teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

This means that everything we know about what a quality curriculum looks like still applies. The remote education curriculum needs to be aligned to the classroom curriculum as much as possible. And, just like the classroom curriculum, it needs to be carefully sequenced and ensure that pupils obtain the building blocks they need to move on to the next step. Curricular goals should be made as explicit remotely as they would be in the classroom.

Remote education is not the same as digital education. Sometimes, it may be more effective to deliver remote education through worksheets or a textbook. All schools/colleges should have access to a digital platform so they can provide online education where that is the most appropriate method.

A good textbook can provide the curriculum content and sequencing pupils need. It can also be easier to access for some pupils. However, when using textbooks or worksheets it is still important to make sure that teachers can provide feedback and assess learning. Any worksheets should be aligned with the curriculum and provide meaningful work.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.30pm.

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 -: Class teachers should

- provide work for, including if they may need to cover for other classes if year colleague is absent.
- If a Year Group is in isolation the amount uploaded on SEESAW will reflect this and be as the lockdown arrangements in March 2020.
- EYFS/KS1 have access to Phonic Bug Club, Letterjoin, useful learning links in their Home/School diaries, Activities from the learning platforms such as Oak Academy and White Rose Maths and activities uploaded to SEESAW. SEESAW was used successfully from March 2020 onwards. This enables teachers to directly interact with their class. KS2 as KS1 with Timetable Rockstars and reading books.

- Each child will have a password for SEESAW as set up from March 2020. Parents to contact the class teacher needed. Updated passwords will be ready to share w/b 21st September 2020 and then following any further lockdown teachers will check each child's code is operational.
- Work needs to be set once a year group/child is self-isolating.
- KS1 3hours of work per day is the expectation and for KS2 4 hours is the expectation. This will also include reading their home book, spelling and phonics found in their Home/School and or set remotely depending on the length of time.

Teacher's contact details

Hedgehogs - Mrs Poynton - rjh73@tenacres.worcs.sch.uk

Squirrels- Miss Austin - haa23@tenacres.worcs.sch.uk

1D - Mrs Dearden - rb324@tenacres.worcs.sch.uk

1w- Miss Williams- cwilliams@tenacres.worcs.sch.uk

2DH - Mrs Hirst- kjl24@tenacres.worcs.sch.uk

2DH - Mrs Duffy - lad49@tenacres.worcs.sch.uk

2J - Miss James - elj53@tenacres.worcs.sch.uk

3W - Mrs Walters - jw346@tenacres.worcs.sch.uk

3M - Mrs McEvelly - rr113@tenacres.worcs.sch.uk

4P - Miss Parkinson - ep529@tenacres.worcs.sch.uk

4B- Mr Beacham - jb708@tenacres.worcs.sch.uk

Mrs Longfils - rjl44@tenacres.worcs.sch.uk

Mrs Oakes (SENCO) - senco@tenacres.worcs.sch.uk

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- Laptops/appropriate devices can be loaned to families without access.
- The Government's scheme for mobile data can be accessed for internet access.
- If printed copies are agreed upon arrangements for collection and return will be agreed with your child's class teacher.

➤ Providing feedback on work -

- Completed work on SEESAW will be acknowledged and commented on.
- Phonic Bug Club - teachers can see the outcome from the reading quizzes and update the child's book accordingly.
- If paper copies are provided these are to be returned to the class teacher for review and feedback.

➤ Keeping in touch with pupils who aren't in school and their parents -

- If a Year group is in self isolation the teacher will make a welfare call to each pupil across this time.
- Teachers will also remain in contact with their pupils via phone including if a child is not visible in remote learning.
- Any complaints or concerns shared by parents and pupils - for any safeguarding concerns, refer to the DSL/Miss Marshall head teachers to the section below

➤ Attending virtual meetings with staff, parents and pupils - cover details like:

- Dress code - the same as expected in school

Additional support for pupils with particular needs

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways. Mrs Oakes (email found above) will oversee this.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between [8.30am - 3.30pm unless part time and 8.30am to normal finishing times will apply.].

If they're unable to work for any reason during this time, for example due to sickness, 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 - :

- If a TA is supporting 1:1 pupils they'll need to support through interacting via SEESAW and contributing to the activities given. This will be under the teacher's direction.
- Dress code - as expected in school

2.3 Subject leads

Alongside their teaching responsibilities, subject leads/SENCO 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 -through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

(All the above was the same procedure from March 2020)

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school -EYFS, KS leaders and the SENCO to monitoring the effectiveness of remote through regular meetings/KS meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations will be the responsibility of the ICT lead and the DSL.

2.5 Designated safeguarding lead

The DSL is responsible for:

Please see the schools Safeguarding Policy and the COVID appendix.

2.6 IT staff

IT staff 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

Staff can expect pupils learning remotely to:

- › 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
- › As from March 2020 make it known to the school if children cannot access SEESAW. As then, teachers will send alternative work home.

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 - if you know of any resources staff should point parents towards if they're struggling, include those here

2.8 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 - Children and Learning Committee
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons - Safeguarding Governor/Children and Learning Committee.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact their class teacher

Safeguarding concerns - contact Miss Marshall, Headteacher/DSL: head@tenacres.worcs.sch.uk. Our DDSL are Mrs Walters and Mr Beacham and their emails can be found in the pages above.

4. Data protection

4.1 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. Monitoring arrangements

This policy will be reviewed at the beginning of each term/or if this needs updating with national policy changes.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Safeguarding and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT, Esafety and internet acceptable use policy
- › Online safety policy