REMOTE LEARNING POLICY
February 2021

Policy No. 111

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LEAD: Gareth Brown

GOVERNOR RESPONSIBLE: Lorraine Petersen

Contents

In line with best practice and following the DfE guidance Chadsgrove School has a 'Remote Learning' policy to be applied in case children cannot come into school, this may be as a result of medical needs, self-isolation or local/national lockdowns.

DfE Guidance: https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks

1. Rationale/Aims

In the event of full or partial closure, Chadsgrove is committed to providing continuity of education to its pupils through remote learning (also often referred to as 'home learning').

This remote learning policy aims to:

- Ensure the ongoing education and wellbeing of Chadsgrove pupils during any period where they are required to be at home in term time. This includes during whole school closure, for example full or 'local' lockdowns during the pandemic, but also for individual pupils who may need to be at home, for example for medical reasons
- Ensure access to high quality remote learning for pupils who aren't in school.
- Set out clear expectations for all members of the Chadsgrove School community with regards to remote learning
- Include continuous delivery of the core values and work of the school curriculum, as well as support of Motivation, Health, Positive Mental Health and Well-Being and Parent Carer support
- Consider continued education for staff and parent carers (e.g. CPD, Supervision and Meet the Teacher/Team)
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online.
- Provide appropriate guidelines for data protection

Our aim is that should any individual pupils need to be at home for any extended period, they can still access a curriculum appropriate to their needs and abilities. This aim remains at the forefront of our work so that, as far as possible, pupil progress and well-being is not negatively impacted. It is anticipated that our Remote Learning policy and practice will evolve over time but this aim will remain central.

2. Roles and responsibilities

2.1 Senior Leadership Team:

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing samples of work set or reaching out for feedback from pupils and parent carers

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

The Deputy Headteacher will work with SLT, Phase Leaders and Form Teachers to ensure that all EHCP reviews and planned parent carers evenings continue via Zoom or other communications. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible.

As IT coordinator, the Deputy Head is also responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff (and when possible parent carers) with any technical issues they're experiencing

- Ensuring all pupils have the technology and internet connectivity to be able to access remote learning.

2.2 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 ensure all work set is appropriate to pupils' needs and is consistent

- Working with other subject leads and senior leaders to ensure work set remotely across all subjects is appropriate and consistent, and that with regards to any exam work being set, any deadlines are achievable and are being set an appropriate distance away from each other

- Monitoring the remote work set by teachers in their subject through regular meetings with the teachers

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

2.3 Teachers:

Teachers must be available between 8.50am and 3.45pm on the days they currently work. 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 procedures. If the school office phone is unavailable an email should be sent instead to the office email address: office@chadsgrove.worcs.sch.uk

For extended periods of time away from school, the class teachers will ensure the school values and the targets within the pupil's EHCP are being included when planning work and monitoring

progress. Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via remote learning they will discuss with parent carers, Phase Leads and inform the Assistant Headteacher.

When providing remote learning, teachers are responsible for:

- Setting work:
  - To be prepared for the event of either a local lockdown or a whole class/bubble isolating, through planning a contingency pack or scheme of work to cover two weeks' worth of work.

  - Planning a pack/scheme of work/activities for their class or individual pupils who are not attending school because they are shielding but generally well in health and therefore able to access learning at home. This must include subjects from across the curriculum. Where possible co-ordinate with other teachers in their department to ensure planning is consistent and sequential.

  - Pupils who themselves are self-isolating or a member of their family are self-isolating and awaiting test results should be provided with learning materials in line with the 'recovery' curriculum. Teachers should liaise with parent carers on the day after their first day of absence to ascertain if they are well enough to complete work at home. If the pupil is well, teachers will send work home within that week. If the pupil is unwell, work does not need to be sent home within that week but teachers must continue to phone or email parent carers weekly until the pupil returns to school.

  - In the case of a 'bubble' or whole school closure remote learning will begin within the same week as the closure, unless this is a Friday in which case it will begin on the following Monday.

  - Teachers will use their professional judgement to select elements of planned work which lend themselves more readily to remote teaching.

  - Teachers will also use their professional judgement to provide the most engaging and accessible 'personalised' learning resources and support appropriate to the needs of each pupil in their class (and their families) to ensure continued progression. This may be a blend of online resources through our website, Learning Platform or YouTube channel, paper resources either posted or delivered (if appropriate), e-mailed tasks, or, in some cases where appropriate, access to parts of some specific live lessons via 'Zoom'. (See section 8.)

  - The work set should attempt to follow the usual percentage balance of the curriculum areas.[1] This may also include links to e-safety to ensure parent carers know how to keep their children safe online.

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[1] Government guidance is that schools should set work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:
Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children
Key stage 2: 4 hours a day
Key stages 3 and 4: 5 hours a day
At Chadsgrove, we recognise that many of our pupils are working at a much lower cognitive age than their mainstream peers and will need support from adults at home in order to engage which may not always be easy for parent carers also supporting their siblings with home learning. Our pupils will also need to access physical activities and activities which promote positive wellbeing, and so these are actively promoted as part of our 'remote learning' offer and are therefore included within the 'hours' of work provided by school.

Remote Learning Policy February 2021

- Weekly/daily work will be shared with families to encourage active involvement where possible.

- Providing feedback on work:
    - Not all learning is formally assessed and this would continue to be the case during periods of remote learning. Teachers will endeavour to provide feedback on work completed.

    - SLT will coordinate with class teachers and subject leaders on any formal assessments and feedback.

    - Teachers will be expected to attend virtual meetings with staff and/or parent carers, as appropriate.

    - Teachers will identify those families who do not have access to ICT/printers and informing their Phase Leader, so that packs can be printed and delivered home.

    - Staff will be encouraged to work towards the values of the Chadsgrove marking policy where this is realistic.

    - There is no expectation from school that work must be completed at this time. We believe our parent carers will be doing their best to manage their own circumstances.

- Keeping in touch with pupils who aren't in school and their parent carers:
    - It is the expectation, as laid out in the school's attendance policy that the class teacher (or a class team member) should contact the family at least once a week to support the family and explain any work set.

    - If there is a concern around the level of engagement of a pupil and/or the pupil's parent carer, they should be contacted via phone to access whether school intervention staff can assist with engagement.

    - All parent carers' emails should come through the school e-mail accounts. Staff are encouraged to use Zoom for parent carers' meetings and EHCP reviews to allow for views of children and wider family members where appropriate.

    - Any complaints or concerns shared by parent carers or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL

    - Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher/SLT should be BCC'd in the communication

    - Record all contacts with parent carers – whether by phone, e-mail or face-to-face - on CPOMS, alerting the DSL, Deputy DSL and Assistant Head (Gareth Brown) - and add any relevant actions.

    - Teachers will respond to reasonable amounts of communication from pupils, parent carers and staff. (If staff need to use their personal devices, dialling 141 prior to the number will ensure the staff member's own number is kept anonymous.)

The government guidance does acknowledge that for many pupils with SEND, the teaching envisaged by their guidance would need to be adapted. Our pupils have a wide range of specific needs. Our teachers know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school. https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

2.4 Teaching Assistants:

Teaching Assistants must be available between the Chadsgrove School hours of 8.50am and 3.45pm on the days they currently work (if full-time). During this time, they are expected to check work emails.

If Teaching Assistants are unable to work for any reason during this time, for example due to sickness or whilst caring for a dependent, they should report this using the normal absence procedure. If the school office phone is unavailable an email should be sent instead to the office email address: office@chadsgrove.worcs.sch.uk

During the school day, teaching assistants must complete tasks as directed by the class teacher, their Phase Leader or a member of the Senior Leadership Team. Under the guidance of the class teacher, teaching assistants are responsible for:

- Supporting families and pupils with learning remotely. The support provided for a pupil or group of pupils will be discussed by the class teacher and the teaching assistant.
- Supporting the class teacher with the creation of (or adapting of) learning resources
- Supporting teachers with feedback on work
- Attending virtual meetings with teachers, where appropriate
- Making additional contact calls to support families with learning tasks, behaviour or well-being (such as encouraging reluctant learners to engage, promoting positive life style choices around exercise, screen time and diet), if required

2.5 Pupils and Parent Carers:

Chadsgrove School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the young person.

Because of the needs of individual young people teaching staff will work with families to assess and agree the best structure for the learning and day.

If necessary, Chadsgrove School will provide a refresher/introduction training session for parent carers on how to use any software (such as Lexia, Education City, RMEasiMaths, etc.) or other apps as appropriate and where possible, provide personalised resources.

Where possible, if it is recognised as beneficial for the young person to maintain a regular and familiar routine, Chadsgrove staff will work toward this.

We would encourage parent carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and realistic to be supported by the family.

Where we have identified those families who do not yet have access to ICT/printers, every effort will be made to either loan a device, on which the child may access online learning, or packs of paper based resources can be printed and delivered home as an alternative.

If a child is absent from school because they are unwell, we would not expect them to complete work.

Assuming that a pupil is healthy and well enough to work – such as during a local lockdown or when isolating due to a family member showing Covid symptoms (or who have had a positive test) - we would expect families to support their child to participate as fully as possible in the remote learning process, attempting work set, completing independent work (if appropriate) and submitting completed work promptly and to the best of their ability.

Staff can expect parent carers/pupils to:

- Seek help if they need it, from teachers or teaching assistants

- Alert teachers if they're not able to complete work

- Make the school aware if their child is sick or otherwise can't complete work so alternatives can be offered

- Seek help from the school if they need it

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

Parent carers will be notified and kept informed of our expectations regarding remote education through information placed in the 'Home Learning' section on the school website (under the heading 'Remote Education information for Parent Carers'), via letters or emails to notify of any changes, and through our contact calls/emails to parent carers.

2.6 Designated Safeguarding Lead:

Please see Safeguarding policy. The policy is available on the school website and saved on the school drive.

2.7 Governing Body:

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

2.8 Local Authority:

It is the legal duty of the Local Authority to ensure that the provision written in Section F of a child's EHCP is being met. If the school is unable to meet this need then this will be referred to the Local Authority to seek their support with meeting this provision.

3. Who to contact:

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

Issues in setting work – talk to the relevant subject lead or Assistant Head (Gareth Brown)

- Issues with behaviour – Rebecca Gayden

- Issues with IT and ensuring pupils have access to devices and Internet – Angela Macvie

- Issues with their own workload or wellbeing – SLT, Phase Leader or Assistant Head (Gareth Brown)

- Concerns about data protection – Angela Macvie, Mark Loveday

- Concerns about safeguarding – talk to the DSL (Deb Rattley), Deputy DSL (Angela Macvie), Assistant DSL (Rebecca Sabel) or Governor Safeguarding Lead (Lorraine Petersen)

4. Data Protection:

4.1 Accessing Personal Data:

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

- Use ScholarPack or the list of contact details for your class provided by the school office

- Use devices provided by the school

- All staff have access to CPOMS to record any parent carer contact or concerns about children, this is accessed via a secure password (and two-way authentication code system). Staff must ensure they log out after use. Staff must not allow access to the site to any third party.

4.2 Processing Personal Data:

Staff members may need to collect and/or share data. Staff must not use their personal email address to contact parent carers. If staff are required to call a parent carer when not on the school site, they must block their personal telephone number. (If staff need to use their personal devices, dialling 141 prior to the number will ensure the caller's own number is kept anonymous.)

4.3 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)

- If using an external hard drive, 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. Safeguarding:

During any period of remote learning, the school's Safeguarding Policy still applies as do any addendums.

The policy is available on the school website and saved on the school drive.

Staff will continue to report any safeguarding concerns using CPOMs and these will be addressed by the safeguarding team.

6. Monitoring arrangements:

This policy will be reviewed as and when updates to remote/home learning are provided by the government by Gareth Brown (Assistant Head). At every review, it will be approved by the Headteacher and SLT.

7. Links to other policies and documents:

This policy is linked to our:

- Behaviour policy

- Safeguarding policy

- Data protection policy and privacy notices

- Home-school agreement

- ICT and internet acceptable use policy

- E-safety policy

- Marking Policy

- Curriculum Statement

- Government guidance: https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice

8. Live and Video teaching:

We have considered the use of live and video teaching (for all classes) but due to the needs of our pupils we do not feel this is always appropriate. Due to the varied nature of our pupils' needs within our classes, pupils in each class require a fully differentiated and personalised curriculum

tailored to their individual needs and this method of delivering lessons does not always meet those needs. Our teachers are skilled in providing well differentiated lessons, practical activities and learning materials for each pupil in their class which is why we have chosen to take this approach. Teachers will however, provide links to online learning materials for those pupils for whom it is appropriate, such as those found on the Oak Academy and BBC Bitesize.

Our teachers are expected to use their professional judgement, and should it be appropriate for some pupils to access parts of some live lessons via Zoom, we will support those teachers with this choice of medium providing they take due care to protecting the privacy of the other pupils in the class and follow Zoom's security guidelines.

Likewise, should teachers wish to record parts of lessons, so that pupils who are unable to attend are able to access the lesson at a later stage, this would also be acceptable. These videos would be made available via either our website, our Learning Platform or our YouTube channel. For example, many of our teachers have recorded themselves reading stories and families have reported that pupils have found these to be very engaging. These are available via our website and YouTube channel.