

# Remote Learning Policy



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### 1. AIMS

This remote learning policy aims to:

- ensure consistency in the approach to remote learning for pupils who are not in school;
- set out expectations for all members of the school community with regards to remote learning;
- provide appropriate guidelines for safeguarding and data protection;
- ensure pupils unable to attend school remain fully included within the school community;
- continue to ensure that every child receives the best education the school can provide them; and
- ensure that remote education is integrated within, and is an essential part of, the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

## 2. ROLES AND RESPONSIBILITIES

### Phase and Year Group Leaders

Alongside any teaching responsibilities, leaders are responsible for:

- coordinating remote learning within their year groups and phases, ensuring rigour and maintaining consistency; and
- liaising with the DSL on safeguarding issues and supporting vulnerable pupils.

Leaders will also support teachers with:

- engagement with learning and overall attendance;
- online behavior;
- managing the quality of children's work; and
- ensuring the security of remote learning systems, including data protection and safeguarding considerations.

If a class teacher is unwell and unable to lead remote learning, then the year group leader will take direct responsibility for the extra class. If this is the case, home learning provision and systems may need to be adapted so that leaders can continue to manage their leadership roles while carrying out remote learning for the class.

### Teachers

During a school closure or when a whole class or year group bubble are unable to attend school, and when teachers are self-isolating, they must be available between 8:40am - 3:30pm on their working day. They might not, however, be at their laptop/screen/on MS Teams for every minute of the day.

Teachers should take breaks from their workstation during the day for comfort breaks, refreshments and lunch.

If a teacher is unable to work for any reason during this time, for example due to sickness, they should report this using the school's absence procedure.

When there is an extended school closure, for example, the school, year group or class are in isolation, teachers will need to ensure the following:

- A daily register is be taken – children should be on camera and in uniform by 9:30am.
- The DSL and phase leaders are notified when vulnerable children do not attend.
  - Vulnerable children will be children who:
    - Have a social worker
    - Receiving SEMH support

Teachers will provide learning for their current class, which must include:

- A daily mathematics lesson;
- A daily English lesson, including punctuation, grammar and spelling;
- A weekly science lesson;
- RWI through the use of videos;
- A weekly wider curriculum lesson; and
- Daily reading aloud (story time) session.

Teachers will use and signpost additional online resources, which might include:

- Oak National Academy
- Maths-No Problem!
- BugClub
- Times Tables Rockstars
- Numbots, and
- BBC Bitesize.

The work will be set weekly and be in line with the year group's curriculum and topic.

Teachers will outline the work daily via their class activity page and discuss the coming day's learning at registration.

### **Providing Feedback**

Work will be completed online or using the remote learning book. Teachers can give feedback during the lesson or once work has been submitted.

Feedback will be age-appropriate and enable the pupil to know how well they have done and their next step in learning.

Feedback includes:

- Discussion with children
- Feedback on individuals' or whole-class pieces of work
- Peer to peer feedback
- Automatic feedback on online platforms – Bug Club, MyMaths etc.

### **Individual Children or Groups of Children Self-Isolating or Unable to Attend School**

Where individual children or small groups of children are unable to attend school, but otherwise well, year group leaders (or self-isolating teachers) will invite children to attend remote learning lessons – children will be invited and expected to join the English and mathematics lessons for that day via Teams.

Non-core subject learning will be uploaded to MS Teams for children to access so that they do not fall behind.

Where children do not have access to technology, a work pack will be put together and sent home.

### **Keeping in Touch with Pupils and Parents**

In the case of a national or local closure, teachers will take a daily register. Any concerns should be recorded on Safeguard and phase leaders alerted. If a serious safeguarding concern arises, the DSL and phase leader must be alerted immediately.

In the event of a self/class bubble isolation, communication will be via the year group email on the website. If there has been no communication from either a parent or child by end of day 1 of lockdown/self-isolation period starting, the year group team will organise contact. A list of children who have not been made contact with will be sent to phase leaders.

Emails received from parents and pupils are to be checked between 9am and 3pm, Mon-Fri. Teachers should respond to pupil/parent emails within 48 hours.

### **Specialist and Additional Teachers**

Specialist teachers will follow their PPA cover timetable and provide lessons as appropriate to the resources available.

For music lessons, this might be through singing or using online lessons from ONA.

PE lessons will focus on keeping fit and healthy, maintaining flexibility and lessons where a discussion around fitness, health and maintaining good habits supports children's mental and physical health. Pre-recorded lessons might also be used where appropriate.

Spanish lessons will use MS Teams and focus on speaking and listening, learning through music and activities that develop writing skills.

Additional teachers will be directed by phase leaders and will support classes, lead streamed groups and interventions where appropriate.

### **Designated Safeguarding Lead**

The DSL will have a range of responsibilities:

- Reported safeguarding concerns will need to be followed up, although some concerns will be delegated to deputy DSLs (headteacher or phase leaders), including those related to remote learning – these may be from daily check ins, concerns raised via safeguard software or alerts from external professionals.
- The DSL will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm).
- The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils and families will be recorded on Safeguard and key staff notified.
- The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- The DSL will ensure appropriate training is in place to support staff and children with being safe online.
- If the school is repeatedly unable to make contact with families, the safeguarding team will arrange for a home visit to be carried out.

### **Pastoral – Learning Mentors**

The learning mentors will continue to follow their timetable and support caseload children. This is particularly important where key children are not engaging with remote learning.

### **Attendance Officer**

As soon as the school has notification of a child or family diagnosed with Covid-19 or self-isolating, the attendance officer will record the date of the first symptoms on SIMS and the period of isolation.

The attendance officer will notify the parent of the time-frame to resume home learning or return to school if that is likely and share this via email with phase leaders who will notify class teachers.

The attendance officer will update daily registers with the correct codes.

### **Teaching assistants (class-based and SEND support)**

When assisting with remote learning, teaching assistants must be available between 8:40am-3:30pm.

When assisting with remote learning, class-based and SEND teaching assistants are responsible for supporting pupils using remote learning by:

- Logging onto MS Teams and using the chat function to interact with children and ask/answer questions;
- Giving feedback to children to ensure they remain on track with their learning;
- Helping to manage behaviour and monitor inappropriate chat between children;
- Liaising with class teachers to support planning and resourcing differentiated learning;
- Liaising with parents via MS Teams to give feedback on learning and offer support with strategies to help at home; and
- Following up with absent children.

### **Subject leads**

Alongside their teaching responsibilities, subject leads are responsible for supporting teachers by highlighting online learning that complements the school's curriculum plans where needed

### **Pupils**

Staff can expect pupils learning remotely to:

- be ready for class registration at 9:30am on camera and wearing school uniform;
- be available between 9:30am-3pm each school day, even if they may not always be in front of a device the entire time;
- be proactive and seek help if they need it, from teachers or teaching assistants; and
- alert teachers if they are not able to complete work.

### **Parents**

Staff can expect parents with children learning remotely to:

- ensure their child is ready for remote learning by 9:30am, in school uniform and on camera (for safeguarding and welfare purposes);
- make the school aware if their child is unwell and unable to attend lessons by phoning the school or by email ([info@brampton.newham.sch.uk](mailto:info@brampton.newham.sch.uk)) if the school is closed; and
- be respectful when making contact, or raising any concerns..

## **Inclusion Lead and SENCO**

The inclusion lead and SENCO are responsible for providing support to teaching staff so that learning is appropriately adjusted to meet the needs of all children:

- Lesson planning support for children on an alternative curriculum pathway
- Support with writing outcomes for learning support plans
- Gathering resources to support teaching and learning
- Conversations with teaching staff about additional provision for pupils with SEND

They must contact vulnerable children with SEND, children with an EHCP or children with additional funding via Teams on a weekly basis to ensure that families are suitably supported:

- Log-ins and a step by step handout must be shared with parents so they can easily log in to MS Teams.
- Pupils should join 2 daily group sessions via MS teams where invited.
- For parents who are unable to use MS Teams, weekly phone calls and/or WhatsApp messages (PMLD group) must be exchanged with the SENCO.
- Personalised sensory packs of resources must be sent home based on EHCP outcomes for cognition area of learning.
- Maths and Literacy interventions using personalised resources must be carried out via MS teams.

They must provide specialised support for those children with EHCPs:

- Parents must be signposted to professionals and agencies such as physiotherapists, Complex Needs and Dyslexia Service and wheelchair services.

All contact with vulnerable pupils with SEND and families must be recorded on Safeguard and key staff notified:

- Key staff of children are notified of important information relating to pupils.
- The DSL and social workers are notified of vulnerable pupils with SEND.

## **Communication and Interaction**

The inclusion lead and SENCO will organize a range of activities to support pupils with communication and interaction:

- Visual support will be sent home with learning pack to augment communication.
- Weekly music therapy session via MS Teams will be carried out.
- Speech and Language resources such as attention autism, social skills, language enrichment programmes (all levels) and a how to guide will be made available on the school website and MS Teams.

## **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; and
- ensuring that remote learning systems are appropriately secure.

### **3. WHO TO CONTACT**

If staff have any questions or concerns about remote learning, they should contact the following people depending on the issue:

- Issues in setting work: year group leader, phase leader, SENCO or subject leader as appropriate
- Behavioural issues: year group leader, phase leader, behaviour lead (this must be recorded on Safeguard)
- Issues with IT: IT technician or computing lead
- Issues with their own workload or wellbeing: phase leader or head teacher
- Concerns about data protection: data protection officer (Julie Ammi)
- Concerns about safeguarding or a child's general wellbeing: DSL and phase leader

#### **Sickness Absence Procedure**

If staff are 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. (See Staff Handbook)

### **4. DATA PROTECTION**

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

All contact details will be stored in line with the Data Protection Policy.

The school will not permit paper copies of contact details to be taken off the school premises. Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

School devices are the school's preferred devices to be used when accessing any personal information on pupils.



## **Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- preferably using school devices when working remotely;
- 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 school hard drives are encrypted and personal devices are where possible – 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;
- ensuring that they have installed antivirus and anti-spyware software if not using a school device; and
- keeping operating systems up to date – always install the latest updates.

## **5. MONITORING ARRANGEMENTS**

This policy will be reviewed by the Governing Body annually and as new guidance from the government is added.

## **6. LINKS WITH OTHER POLICIES**

This policy is linked to a range of school policies:

- Behaviour policy
- Remote Learning Policy Appendix - Behaviour
- Child Protection and Safeguarding policy
- Data Protection Policy and privacy notices
- Acceptable Use and Online Safety Policy