



Brindle Gregson Lane

Pupil Remote Learning Policy

| Leader | Date of issue | Review date | Other documents | Headteacher Signed | Chair of Governors Signed |
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| L. Wilson | September | January | Safeguarding Policy Communication strategy | L.Wilson | |

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Policy 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. Roles and responsibilities

1.1 Teachers

When providing remote learning, teachers must be available between 8.30am and 3.45pm.

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.

1.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available throughout their usual contracted hours.

If they're unable to work for any reason during this time, for example due to sickness, you should report this using the normal absence procedure.

1.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Monitoring the effectiveness of remote learning –through regular 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

1.4 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. Safeguarding

- This section of the policy/procedures will be enacted in conjunction with the school's Child Protection and Safeguarding Policy.
- The DSL's will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) prior to the period of remote learning. In the instance that school is told by Lancashire Health to close school is open for Key worker and vulnerable pupils, vulnerable pupils will be encouraged to attend.
- The DSL's will arrange for regular contact to be made with vulnerable pupils who are not attending School, during the period of remote learning.
- Phone calls made to vulnerable pupils not attending School will be made using school phones where possible or if using staff phones the number will be withheld.

- The DSL's will arrange for regular contact with vulnerable pupils daily, twice weekly or weekly as appropriate, with additional contact, including home visits, arranged where required.
- All contact with vulnerable pupils will be recorded on CPOMS.
- The DSL's will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.
- All home visits must be undertaken by no fewer than two members of staff, and recorded on CPOMS.
- The DSL's will meet (in person or remotely) with relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
- All members of staff will report any safeguarding concerns to the DSL immediately via CPOMS and verbally.
- Pupils and their parents will be encouraged to contact the DSL's if they wish to report safeguarding concerns. The school will also signpost families to the practical support that is available to address these concerns.

3. Remote Education Expectations

Where an individual child or small number of children need to self-isolate, an isolation paper pack will be provided. Within the pack, children will be provided with resources that are linked to their year group expectations which can be completed as stand-alone pieces of work. These pieces of work may not always reflect the current teaching sequence in class but instead are providing children with the opportunity to consolidate prior learning.

Where a class, group or a large number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we will transfer learning to remote education. We have a strong contingency plan in place for remote education provision and this can be seen below for each key stage.

In developing these contingency plans, we will:

- 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
- Use SeeSaw consistently across school to allow interaction, assessment and feedback.
- 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. We will work with families to deliver a broad and ambitious curriculum for all pupils.

When teaching pupils remotely, we will:

- set learning so 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 upon, 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 the class teacher in school and provide high-quality curriculum resources and videos from teachers and other sources.
- 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.

Remote Learning

3.1 Self-Isolation

Children will receive a paper isolation pack with enough work for the whole isolation period. This work does not need to be uploaded electronically. All completed tasks should be sent into school when the child returns from isolation.

Children will receive a telephone call from the class teacher to ask about remote learning and provide support if necessary. A Record of this call will be recorded on cpoms.

First Day of whole class/school remote learning

The first day of remote education might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. Children will be provided with a range of activities via SeeSaw which may include online resources such as Oak National Academy, BBC Bitesize, White Rose Maths, TT Rockstars, Purple Mash.

Teachers / school staff can be contacted via email with queries etc.

Outbreak stage whilst school is open- half or more children in one class isolating.

If school remains open but half or more children in one class are isolating the school will take the following Approach:

- Provide isolation packs for children isolating.
- Class teacher will devise a timetable to provide at least 2 live lessons in English and at least 2 live lessons in maths **when the majority are isolating**. The timetable will be shared via SeeSaw or email.
- Individual telephone calls will not be made during outbreak stage.
- A live zoom will be set up to allow staff and all children an opportunity to connect.

3.2 Whole class/school remote education

- The same curriculum will be delivered remotely and wherever possible and appropriate reflect how the curriculum would have been taught face to face. Some adaptations to learning may be necessary which include:
- English may be based on short extracts or stories rather than a longer novel or book.
- PE via online resources or pre-recorded sessions led by school staff which will focus on keeping fit and active rather than for teaching specific skills.
- It might be necessary to change a topic for foundation subjects if the topic doesn't lend itself to home learning however the skills taught will be specific to each year group's curriculum
- Teachers will also provide opportunities to deliver live daily lessons via Zoom in Maths or English. When an English or Maths lesson is not live, the lesson will be pre-recorded by the class teacher.

3.4 Access to Remote Education

- Teachers will contact children / parents via email to confirm SeeSaw log in details / passwords etc.
- Learning activities will be delivered predominantly through Zoom or pre-recorded videos via SeeSaw.
- There will be additional links to DfE approved resources, video clips etc.

3.5 Supporting Access at home

- Some pupils may not have suitable online access at home. The following approaches will be used to support those pupils to access remote education:
- A limited number of devices are available if parents have no laptop or device to support home learning.
- Printed materials will be available for children who do not have access to printing facilities or for whom hard copies are more appropriate.

4. Engagement and Parental Support

- School's expectations for pupils' engagement with remote education is 3 to 4 hours daily. This does not have to be in one long session and can be spread across the day or even across the week.
- School appreciates the difficulty of adults having to do their own work at home while supporting home learning for their children. School will aim to make as much material as possible available on demand. School staff, particularly the class teacher are available to discuss any issues and will support wherever possible and as necessary.
- Class teachers will set out a suggested timetable to help plan and structure the day however this is flexible depending on personal circumstances.
- School will check children's engagement with remote education daily. This will be through work posted into the child's portfolio on Seesaw and by monitoring participation in live learning experiences.

- If engagement is a concern parents or carers will be contacted by a member of class staff. If the concern remains, a member of SLT will contact the family. If it is not possible to reach the family by phone and / or email then a home visit may be made.

5. Feedback and Marking

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others.

- Pupils will receive personal feedback online for independent written work received via Seesaw.
- Parents can contact the class teacher via Seesaw about their child's learning. Class teachers will aim to respond as promptly as possible within their working day.

6. Pupils who may need additional support

School recognises 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. Support for these families and children may include:

- Resources, including online resources and hard copy work sheets, will be linked to the targets on children's Individual Education Plan
- On-going interventions from external providers eg Speech or Occupational Therapy plans should have already been shared with home by those therapists and this work can continue at home
- Support from the SENDCo / SLT, as and when needed via Seesaw or phone
- Oak National Academy Specialist content for pupils with SEND covers communication and language, numeracy, creative arts, independent living, occupational, physical and speech and language therapy.

7. Data protection

7.1 Accessing personal data

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

Access the data using CPOMS, or SeeSaw. Both of these are secure platforms.

Staff may use their own devices to access this data but this data **must not** be saved onto personal equipment.

7.2 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

Installing antivirus and anti-spyware software

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

8. Monitoring arrangements

This policy will be reviewed annually by Laura Wilson. At every review, it will be approved by the full governing body.

