



# Lickey End First School



## Remote Learning Policy

<b>Last Updated/Reviewed:</b>	March 2022
<b>Next Review:</b>	March 2023
<b>Adopted by the Governing Body on:</b>	13 January 2020
 <b>Signed:</b> R Davies <i>Chair of Governors</i>	

<b>Linked Policies and Procedures:</b>
SEND Policy and Information Report
Equality Information and Objectives
Behaviour Policy
Safeguarding Policy
Data Protection Policy
Privacy Notices
ICT and Acceptable Use Policies
eSafety Policy
Home-School Agreement

At Lickey End First School, we understand the need to continuously deliver high quality education, including during periods of remote working – whether for an individual pupil, a small group or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed. Through the implementation of this policy, we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection, and safeguarding.

## **1. Aims**

This remote learning policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum
- 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 data protection
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

## **2. Roles and responsibilities**

### **2.1 Teachers**

When providing remote learning, teachers are available during normal school hours.

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 for children following a class closure or school closure
- Ensuring the work is matched to the particular child or class and will be set the day before using Google Classroom.
- Providing feedback on work where appropriate. This can be through comments on the children's work on Google Classroom, creating short video or audio responses, giving grades using the Google Classroom grades. Work will be checked on a daily basis
- Keeping in touch with pupils who are not in school and their parents. In the case of an extended period of closure, phone calls will be made within the first 3 days and followed up towards the end of the isolation if needed. If there is no engagement through Google Classroom contact will be made to ensure the wellbeing of the child/children.
- Attending virtual meetings with staff

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher, or safeguarding concerns to the DSL

## **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants are also available in normal school hours.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely in collaboration with teachers
- Attending virtual meetings with teachers
- Supporting pupils with SEND who are not in school with intervention that can be done remotely.
- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher, or safeguarding concerns to the DSL

## **2.3 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- Conducting reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Ensuring that online teaching follows the same principles as set out in the School's code of conduct.
- Ensuring that pupils with an Education, Health and Care plan are able to access all provision within their plan in liaison with the Local Authority.

## **2.4 Designated safeguarding lead**

The DSL is responsible for:

- Ensuring all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.

- Ensuring any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

## **2.5 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- 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
- Adhere to the school code of conduct at all times.
- Follow these guidelines as laid out in the home school agreement

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
- Be respectful when making any complaints or concerns known to staff
- Ensuring their child uses technology safely and for the learning purpose needed
- Follow these guidelines, as laid out in the home school agreement.

## **2.6 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
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

# **3. Data protection**

## **3.2 Processing personal data**

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

## **3.3 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)
- 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

#### **4. Monitoring arrangements**

This policy will be reviewed regularly.

At every review, it will be approved by the full Governing Board.

#### **5. Resources Learning materials**

The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily.

For the purpose of providing remote learning, LEFS may make use of:

- Work booklets
- Email
- Current online learning portals – Google Classroom
- Educational websites
- Reading tasks

On occasions there may be need for live lessons, but this would only be for the appropriate year groups.

Pre-recorded video or audio lessons. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.

Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school. Consideration will need to be made as to how available this would be at the time. For example, if staff are isolating and not in school, who can copy the packs. If school is in lockdown, no access will be possible for staff to print and leave the packs for collection. Incases such as these adaptations to the resources will be made.

Pupils will be required to use their own or family-owned equipment to access remote learning resources, If a family does not have access to a suitable device, school will loan out a chrome book or DFE provided laptop and parents will be expected to sign a loan agreement. The device will be returned, on the return to school.

#### **7. Online Safety**

If delivering online live sessions, the following will be adhered to:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the

household.

- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred or neutral
- Language must be professional and appropriate, including any family members in the background.
- Staff should record the length, time, date and attendance of any sessions held.

Considerations when using audio communication:

- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

## **8. Remote Provision**

Remote provision at Lickey End First School will take a tiered approach depending on the need at the time.

Learning will be immediately available from class specific skills based work on the google classroom that the parents can access.

In all cases of the need to set remote learning, targeted remote learning will be provided from the second day of isolation. This is to enable the teachers to collate together the work to match the learning in class.

In line with Government Guidelines work set is of equivalent length to the core teaching pupils would receive in school, and as a minimum 3 hours a day. The content and activities will be tailored to the needs of the pupils and year groups, so the activities set for EYFS will look different in content and form to those in year 4.

### **Individual and small group isolation whilst the rest of the class are in school.**

When the teacher is still teaching with the majority of the class in school, remote learning will be provided through Google Classroom and will match, as much as possible, the learning that the rest of the class are learning. On the initial day of absence families will be directed to the remote learning page on the website for activities. Work will be set for children who have tested positive if the parents request it.

### **Whole Class / School Closure**

In the event of a class or full closure learning will move to be provided through Google Classroom.

Activities and learning will follow the class sequence, as much as is possible, and will make use of a variety of learning resources.

Areas to be included:

Maths, English, Reading, Phonics, Handwriting, Science, Topic; times tables, number bonds

These resources could include:

White Rose maths videos; Deepening Understanding activities; TTRockstars and Numbots

Writing activities linked to the school book. These may be introduced with audio instructions. Oak National Academy videos and sequences.

Workbooks / worksheets

## **10. Appendices**

1. Online Meets Behaviour Expectations