



Remote Learning Policy

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1. Introduction and Purpose

'Remote Learning' refers to the provision of work, teacher support, assessment and feedback from teaching staff to pupils in the event that lessons are unable to be delivered 'face-to-face'.

The purpose of this document is to ensure that the appropriate measures are in place to deliver high-quality learning to all pupils during periods of remote learning, whilst minimising disruption to their education and ensuring their safety and wellbeing.

2. Aims

This policy aims to:

- Ensure a consistent approach in the provision of remote learning.
- Set out expectations for all members of the school community with regards to remote learning.
- Highlight best practice in the delivery of online learning.
- Provide appropriate guidelines for data protection.

3. Roles and Responsibilities

3.1 Head Teacher/ Head of Schools

It is the responsibility of the Head Teacher/Head of School to:

- Communicate clear expectations to teachers, pupils and parents.
- Co-ordinate a consistent approach to remote learning across the school.
- Monitor the effectiveness of remote learning through regular meetings with teachers, reviewing work set and the register of completion, which should be completed by class teachers weekly.
- Monitor the security of remote learning systems, including data protection, GDPR and safeguarding considerations.
- Facilitate regular meetings with other Head teachers across the MAT to share good practice and support when needed.
- Co-ordinate regular virtual staff meetings.

3.2 Designated Safeguarding Lead

It is the responsibility of the Designated Safeguarding Lead to:

- Ensure that staff are familiar with the policy and procedures of home learning and safeguarding

- Be the first point of contact for any adult concerned about a child's health or safety
- Support a member of staff involved in a child protection issue and offer advice
- Make contact with MASH (Multi Agency Safeguarding Hub and, if necessary, make a referral
- Co-ordinate action within the school and liaise with Children's Services and other agencies over cases of abuse and suspected abuse
- Keep records of child protection issues relating to individuals in the school
- Ensure all child protection records are kept secure
- Ensure that the child protection policy is effectively implemented.

3.3 Computing Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Providing adequate training to staff on the online platform and applications that will support home learning.
- Working with Senior Leadership to review online learning and discuss next steps to engage all children.
- Modelling effective use of online platforms, feedback tools and video technology.
- Liaising with other computing leads to share best practice.

3.4 Class Teachers

When providing remote learning, teachers must be available during school hours.

When providing remote learning, teachers are responsible for:

Setting work:

- To plan and deliver work online in a timely manner.
- Plan a programme that's of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers
- Set assignments so that pupils have work each day in a number of different subjects, and monitor pupils' engagement with these assignments
- Teach a planned and sequenced curriculum so that knowledge and skills are built incrementally, with clarity about what's intended to be taught and practised in each subject. Setting and delivering a meaningful, ambitious and differentiated curriculum.
- Scaffolding work in ways the children are familiar within the classroom. e.g. modelled texts, supportive resources and pictorial representations. This should include extensions to stretch higher ability pupils and frequent explanations of new content, delivered by a teacher in your school or through curriculum resources and/or videos
- Ensuring that all pupils have the provision they need to succeed whilst working remotely, regardless of internet access.
- Avoiding the use of long-term projects or internet research activities. Work should be tailored to the needs of the children in the class.

- Providing opportunities for children to ask questions to teachers and peers via their online platform. *This can be done through Google classroom, Seesaw or via direct email to the teachers account*
- Providing weekly live engagement opportunities adhering to the Google Meet Protocol
- Communicating clear expectations regularly.
- Following the three aspects of online learning. Please see section 4.

Marking and Feedback:

- Have an active online presence to promote pupil participation, social engagement and motivation through providing timely feedback on work and comments uploaded to the 'Stream'.

Other:

- Make regular contact with parents/carers on the phone from a blocked number so teacher's personal contact details are not visible. Please note, frequency of contact will vary according to pupil need and vulnerability, however, minimum contact should be fortnightly.
- Respond in a timely manner to emails from parents and pupils during work hours.
- Communicate any complaints or concerns shared by parents/carers and pupils to a member of the SLT.
- For any safeguarding concerns, refer to safeguarding policy and communicate to DSL.
- Attend virtual meetings with staff and pupils.
- Communicate the Pathfinder Google Meet Protocol.
- Complete register of engagement weekly and raise concerns regarding disengagement accordingly.

3.5 Pupils

Staff can expect pupils learning remotely to:

- Attend scheduled google meet live sessions.
- Complete work to the deadline set by teachers.
- Seek help if needed.
- Alert teachers if they are not able to complete work.
- Uphold the same standards of conduct and behaviour on online platforms as they would in class.

3.6 Parents / Carers

Staff can expect parents/carers with children learning remotely to:

- Make the school aware if their child is sick and/or otherwise unable to complete their work.
- Utilise teacher support if struggling with any aspect of remote learning.
- Be respectful when making any complaints or concerns.
- Check emails regularly and read and respond to communication from the school.

4. Aspects of Online Learning

When planning work, teachers should keep these three aspects of online learning in mind to deliver a meaningful and ambitious curriculum.

<u>Independent Learning</u>	<u>Interactive / Live Learning</u>	<u>Adapting to the Needs of the Class</u>
<ul style="list-style-type: none"> • Just like in the classroom, independent learning should be promoted. • The aim of independent learning is to embed previous learning completed in the classroom. The expectation will then be to teach other areas of the curriculum unable to have been taught. • Differentiated to ensure all children can access the work given. 	<ul style="list-style-type: none"> • This can be done through pre-recorded lessons or live lessons through Google Meet. • These lessons should be completed at least once a week. • This is a valuable tool as the teacher will be able to provide live feedback, respond to the children's needs and promote social engagement through face to face learning. 	<ul style="list-style-type: none"> • Resources should be provided for pupils who do not have suitable online facilities. • Work with families to break down barriers to learning. • Ensure that SEND children have work specific to their needs. • Enable teachers to adjust the pace or difficulty of what's being taught in response to questions or assessments ,including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

6. Who to Contact

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

- Issues in setting work or IT issue – talk to your Computing Lead (Mr Wilkinson or Mrs Sturgeon)
- Issues with behaviour, workload or wellbeing – talk to a member of SLT
- Concerns about data protection – talk to the Data Protection Officer (Via Miss Willsden)
- Concerns about safeguarding – talk to the DSL (Mrs Hiley or Mrs Slack)

7. Data Protection

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

Explain:

- How teachers can access the data on Integris and other school services.
- Which devices teachers should use to access the data - if you've provided devices, such as laptops, make staff use these rather than their own personal device.

As in school, teachers should adhere to the GDPR policy and keep all personal data secure.

8. Pastoral Care

Pathfinder Multi Academy Trust is committed to providing exemplary pastoral care, and this will continue during any period of school closure or remote learning. Class teachers should be aware of any children who need extra support whilst engaging in home learning, and provide interventions.

9. Safeguarding

If the pupils are not seeing trusted adults at school every day, it is essential that all staff are able to identify any child protection concerns and take appropriate action. The school's safeguarding procedure must be followed at all times. Please refer to it or speak to the DSL if you have any concerns or worries.

During remote learning, pupils will spend more time online. Teachers should educate pupils on the benefits and risks of the internet. Giving them space to ask questions and talk about anything that worries them. Please see E-Safety Policy for more information.

9. Monitoring Arrangement Monitoring and Evaluation

Our Online Policy will be monitored and evaluated by: Mrs Slack and Mr Wilkinson

10. Link with Other Policies and Procedures

This policy is linked to our:

- Behaviour policy
- Safeguarding Child Protection Statement
- Data protection policy and privacy notices
- Home-school agreement
- Google Meet Protocol
- E-Safety policy
- Marking and Feedback Policy
- Universal Offer
- Online Curriculum Guide
- Remote Learning Template

11. Further recommended reading for schools

Department for Education (DfE) (2020) [Safeguarding and remote education during coronavirus \(COVID-19\)](#)

Department for Education (DfE) (2020) [Keeping pupils motivated and engaged.](#)

Department for Education (DfE) (2020) <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

A Future Learn course on online teaching, content accessible after the course date:
<https://www.futurelearn.com/courses/teach-online>

Remote Teacher Development Guide
<https://www.ambition.org.uk/coronavirus-response/remote-teacher-development-guide/>

Rob Coe looking at assessment in distance learning

<https://www.youtube.com/watch?v=Sf2-MIJKOCw>

Ambition Institute: How to teach effectively online

<https://www.ambition.org.uk/coronavirus-response/how-teach-effectively-online/>

Remote schooling: new EEF evidence review highlights core features that can unlock its potential:

<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/>