



**ROBSON HOUSE**

# Remote Learning Policy

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## **1. Aims and rationale**

### **1.1 Aims**

- Understand how we can develop home learning and support children's development whilst continuing to deliver our curriculum.
- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Ensure that the right processes are in place for staff and children to be able to adjust and adapt to remote learning in the event of children being unable to come to school
- Provide appropriate guidelines for data protection

### **1.2 Rationale**

The pandemic highlighted the socio economic divide between families nationally. Home learning also highlighted the lack of digital devices in our children's homes. Currently half of the children on roll don't have access to a second device other than a phone to enable them to do the online learning. The school recognises the importance of developing a remote learning strategy that is robust, flexible and takes account of the needs of both teaching staff, children and parents/ carers. We have taken key measures to reduce the digital divide, lending school devices to children and have applied to the LA for more devices. In the event of a school closure, the school is committed to providing continuity of education to its children and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

#### **Remote learning may also be appropriate:**

- When children, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as longer term illness, assuming children are able to complete school work at home.

- When children are self-isolating at home but are not ill, following an infectious disease outbreak.

**There is no obligation for the school to provide continuity of education to children who are absent from school:**

- in contravention to school or government guidance e.g. parents choose to take children on holiday during term time.
- if parents made the decision, without prior agreement with the school 'as a precaution' against official guidance, in the event of an outbreak of infectious disease.

**Remote learning for individual children**

- Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for children who are unable to attend in person, if the absence lasts more than three school days. If this occurs for an individual child, the collation of work and communication with the parent/carer will be:
  - Co-ordinated by the child's teacher or member of the Senior Leadership Team.
  - Communicated between school and parent/carer once per week.

If a significant number of children are absent from school, but the school remains open, remote learning operated will take the form as outlined below.

If a class/es are temporarily shut due to the need to self-isolate, then each child will be offered the option of temporarily borrowing a school chrome book. Any child absent will have the option of a chrome book delivered to their house/flat. Chromebook numbers must be written down on a class sheet, to allow for cross referencing when they are returned.

## **2. Roles and Responsibilities**

### **2.1 Teaching Staff**

Teachers are available Monday-Friday term time during usual working hours. If they 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.

### **Remote learning in the event of extended school closure for children**

In the event of an extended school closure, the school will provide continuity of education in the following ways:

- After the announcement of a class/school closure, teachers will direct classroom staff to create home learning packs:
  - List of chromebooks that are being sent out to families (serial number logged)
  - spare exercise books/paper
  - pencils, colouring pencils, handwriting pens
  - any resources that children will need to complete allocated work
  - reading books
  - logins for online platforms
- Regular direct instruction by teachers, with the ability of children to ask questions online (via zoom/google classroom/email)
- Activities should include one English (either writing or spelling); one Maths; and one other curriculum subject plus reading.
- The setting of work that children complete; responses (written or photographic) can be uploaded to google classroom.
- The assessment of specific assignments are submitted to teachers electronically and on which feedback is provided. Teachers are expected to have access to the internet whilst at home although we recognise this won't be the case for all children; the school recognises that many

families may not have home printers and will therefore not require the printing of material.

The primary platforms the school will use to deliver continuity of education are:

**Google Classroom:** accessed via Google Drive. All children will be given passwords so they may be able to access the drive from home.

and

**Zoom:** This can be used to deliver live lessons. Recordings can be taken of the lesson and inputted into google classroom for children unable to attend to catch up on. Children will be provided with login details of the sessions, and will be expected to participate in them if they are asked and able to. Live sessions can be particularly helpful as they can help communication, with children able to respond to teachers' questions (and ask them) via the conversation functionality in teams and meet.

The extent to which different methods of instruction are employed is likely to be determined by the length of any school closure and the ability of both children and teachers to participate in remote learning. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

The family team will contact families on a regular basis to discuss any issues arising from a self-isolation or lockdown situation.

As previously, the school will aim to remain open during a lockdown to all children on role as they all have SEND and/or are vulnerable providing there is enough staff to keep the school open safely.

## **2.2 Child Support Workers**

Child support workers should be available during their normal working hours on the days they are normally required in school. If they 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.

Child Support Workers may:

- Work in school for specific tasks as required by the Heads of School;
- Undertake guided reading/phonics calls with a child/groups of children alongside another member of staff
- Undertake creative tasks via zoom
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues

### **2.3 Family Team**

The Family Team, under the direction of the school Social Worker are responsible for coordinating communication with families. This includes

- Regular welfare checks
- Support to obtain technology needed;
- Liaison over food vouchers/parcels
- Delivering hard copies of work set if no suitable devices available

### **2.4 Senior Leadership Team (SLT)**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school;
- Monitoring the effectiveness of the remote learning activities for example through contact with teachers and reviewing the work set;
- Oversee the ongoing wellbeing and CPD of staff

### **2.5 Designated Safeguarding Leads (DSLs)**

The DSL's responsibilities are identified within the school's Safeguarding and Child Protection Policy.

In the event of a school closure, children, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between children and staff.

## **2.6 Children and parents/carers**

Staff can expect children to:

- Try their best to complete the activities provided on a daily basis;
- Do some reading (or listen to some reading) every day;
- Seek help if they need it from adult(s) at home;
- Have fun.

Staff can expect parents/carers to:

- Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;
- Seek help from the school if they need it;
- Be respectful when making any complaints or concerns known to staff;
- Support their child to access any learning provided by the school

## **3. Assessment**

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to children on pieces of work that they are required to submit. Not all pieces of work will be formally assessed by teachers should the school employ remote learning.

Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book. Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.

Possible methods may include:

- Providing oral feedback
- Sending a direct comment to child with specific feedback through google classroom.



## **4. Expectations**

### **4.1 Expectations of children**

Children will be expected to participate as fully as possible in the remote learning process, attending relevant live sessions, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Families will also be expected to read and respond to communication from the school on regular basis

If children or parents/carers have any questions about the nature of specific tasks set, these should be directed towards the relevant subject area. If there are questions about a learner's overall workload (e.g. a parent feels their child is overwhelmed or falling behind), these should be directed to the class teacher or a member of the family team

Teachers must work on the assumption that children will not necessarily have the full range of books and equipment that they would usually have in school. The school does not expect children to have access to any specialist equipment that would usually be provided by the school (e.g. science or art). Teachers should ensure they are able to scan or upload photos of important resources in case children do not have access to them at home. Reference to relevant websites will be signposted to children.

The school expects that some parents have internet access at home to access remote learning resources. We will support parents to access the wifi connection through the DfE Wifi access programme. However teachers will make no presumption of the learner's ability to print at home.

### **4.2 Expectations of teachers**

Teachers should ensure they have effective internet and a phone connectivity at home. If this is not available for any reason, teachers can request a school device.

In order that we are providing a consistent approach, the Curriculum Lead and SLT are responsible for overseeing the nature and frequency of tasks set and assessed. All teachers should pay due care to the nature of tasks set, so that children have a range of activities to complete at home and are not exclusively

working on a screen. Teachers are responsible for providing constructive feedback to their children in a timely manner.

In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the line manager to ensure that work is set

Teachers should be available to contact parents if needed, by email or phone (when phoning from personal devices, dialling 141 before the number will ensure the teacher's own number is kept anonymous). If contact is deemed excessive inform the Family Team and, if necessary, escalate to SLT.

If parents ask for additional work beyond that set as part of the requirements above, staff should have a bank of general resources available and point children and parents in that direction.

If teachers require support with any aspects of remote learning, they are encouraged to consult their ELT or the Senior Leadership team.

Unless there are extenuating circumstances, teachers will be expected to be contactable remotely by colleagues, children and parents. Teachers also should ensure their communication with families is professional at all times

All communication should take place during usual office hours, with no expectation for teachers to read or respond to emails after 5 pm. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.

Communication must always occur via official school channels, and not through personal accounts or other websites. Permitted methods are (please also see appendix regarding live links and flipped learning):

- Email using school email addresses
- Zoom or where working with multi agencies use of Microsoft Teams

Teachers should ensure that work is at the appropriate level for the child when setting online tasks. In addition the SENDCO will be available to support, teachers, children and parents/carers.

## **Pastoral care during a school closure**

In event of a school closure, the primary responsibility for the pastoral care of a learner rests with their parents / carers. However the family team, check in regularly to monitor both academic progress and their general wellbeing. Teachers will be expected to pass on feedback to the family team, particularly if there are concerns or a lack of communication. The family team will keep close communication with all families and monitor any patterns of behaviour and alert the SLT for further action.

## **5. Data Protection**

### **5.1 Accessing personal data**

When accessing personal data, all staff members will:

Only use their official school email account and never use personal messaging systems;

Only use their school email account to access the school Google Drive account

### **5.2 Sharing personal data**

Staff members are unlikely to need to collect and/or share personal data.

However, for the family team if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online.

### **5.3 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);
- 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.

## 6. Who to contact

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

- Issues in setting work – contact the Curriculum Lead, Class Teacher, SENDCO or SLT
- Issues with behaviour – contact Family Team or Class Teacher or SLT
- Issues with IT – log it on the SITSS service desk
- Issues with their own workload or wellbeing – contact their line manager or SLT
- Concerns about data protection – contact the Campus Business Manager or Heads of School who will liaise with the data protection officer
- Concerns about safeguarding – contact the DSLs or Family Team as set out within the school's Child Protection Policy and Safeguarding Policy

If parents have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Head of school or a member of SLT at school via

[admin@camden-plss.camden.sch.uk](mailto:admin@camden-plss.camden.sch.uk)