

Chilton Academy



Remote Learning Policy January 2021

The DfE makes clear “schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (Covid-19)”. The direction comes into force on October 22 and “will have effect until the end of the current school year, unless it is revoked by a further direction”.

DFE: Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

Aims

This remote learning policy aims to:

- Ensure consistency in the approach to remote learning for pupils or staff 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

Rationale:

We believe that children learn best when they are taught in a relevant, meaningful and purposeful way and have opportunities to actively engage in rich and varied learning experiences. All teachers will ensure what is being provided for at home, matches what is happening within school. These can be live or, depending on the nature of the group, pre-recorded and readily available for students.

Roles and responsibilities Teachers

- When providing remote learning, teachers must be available between 8.30am and 2:30pm.
 - 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. However, where possible, staff will be available to work outside of normal working hours, if sharing the caring responsibilities with other members of their family.
 - Teachers will provide one of four types of lessons for learners (see below), this is entirely up to the class teacher as they know their learners best!
1. Schedule a lesson for your class or groups on Google Classroom. In school support is delivered by staff on premises. Live home-learning is timetabled at the start of a week and shared amongst phase staff where possible.
 2. Use of online video lessons (such as Oak National Academy) to support learning.
 3. Uploading tasks to the DoJo platform for completion.
 4. Pre-record the explanation part of your lesson and make available to your students.

Teachers will need to schedule lessons and invite students if choosing live teaching options. Copy and paste the link onto Google classroom pages for children to log in. When using live teaching, children should be on mute and use the raise hand option to answer a question. Where possible, McKie Mastery teaching slides should be used to structure the live teaching options.

Please note:

1. Staff will need to set appropriate tasks using either Google Classroom, DoJo or online teaching videos. Staff should be mindful that some students have limited access to devices. In this case, students should be given work packs
2. Students should be encouraged to submit work via DoJo and Google Classroom. In Google Classroom, children and staff can have a dialogue about their work in the private messages. Children can have a conversation in response to a general message on the home classroom page.

If a teacher is required to isolate at home:

Teachers will still be required to provide work close to their planned curriculum learning via Google Classroom and/or DoJo wherever possible. The home circumstances of the staff member will need to be considered and staff should again choose one of the three remote learning options

Providing feedback on work

- Teachers in the classroom will give feedback to children in class, adults working remotely will give feedback via Google Classroom or DoJo.
- Teachers are responsible for providing feedback where needed and marking of children's home learning. Answers to maths and English tasks (where appropriate) can be posted at the end of a day for children to mark and see personal success.

Keeping in touch with pupils who are not in school and their parents

- When communicating with parents, please liaise with the appropriate Senior Leader
- Teachers should reply to emails or messages when convenient to them.
- If students fail to complete work, staff should liaise with parents and SLT.
- SLT will take appropriate action in line with safeguarding policies if children are not completing work and are not responding to staff contact.

Attending virtual meetings with staff, parents and pupils

- Staff to dress as they would in school.
- Virtual meetings should avoid areas with background noise and nothing inappropriate in the background.
- Parents will abide by the agreed code (not recording virtual meetings; not sharing virtual meetings or resources; both parents and pupils being fully dressed; appropriate language to be used within the meetings; following the ethos and values of the school).
- Teachers will be responsible for planning in a way that does not impact their workload and wellbeing.

Learning support assistants

- When assisting with remote learning, teaching assistants must be available between their usual contracted working 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. However, if caring for a dependent, the member of staff, must try where possible to share caring responsibility so that they can continue to support the classroom teacher.

If a teaching assistant is required to isolate without sickness at home:

- work alongside GBo to ascertain duties, such as regular contact with home, offer wellbeing support, take advantage of any remote training / upskilling opportunities
- Offer in school support for children with SEND and identified as vulnerable

- **Attending virtual meetings, if necessary, with teachers, parents and pupils:**

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Monitoring home learning across the school
- Monitoring the effectiveness of remote learning through meetings where appropriate

Designated safeguarding leads

The DSLs and staff within school are responsible for upholding the safeguarding policy.

Continue to attend all relevant safeguarding meetings and ensure CPOMS is kept up to date. Offer support where appropriate to the most vulnerable families.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work via DoJo or Google Classroom Message

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

Governing body

The governing body 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

Who to contact

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

- Issues in setting work – talk to the relevant colleague, SENCO or a member of the Senior Leadership Team.
- Issues with behaviour – talk to the relevant SLT member
- Issues with IT – talk to MWe/GHu
- Issues with Google/ Google Classroom – talk to AE
- Issues with their own workload or wellbeing – talk the relevant SLT member
- Concerns about data protection – talk to MWe/GHu or CS
- Concerns about safeguarding – talk to SLT – ensure concerns are logged on CPOMS
- Concerns about SEN pupils – talk to AC/VC

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

- Issues with work – class teacher using DoJo or Google Classroom
- Issue/concerns about safeguarding – Contact the main office to speak to a safeguarding team member
- Issues/concerns about online safety – Contact the main office to speak to a safeguarding team member

Data protection

Processing personal data

- Staff members may need to collect and/or share personal data such as email account 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.

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 is locked if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software (or speak to IT)
- Keeping operating systems up to date – always install the latest updates

Monitoring arrangements

This policy will be reviewed March 2021.