Dream Believe Achieve

REMOTE LEARNING POLICY

VERSION 1

DATE OF ORIGINAL RATIFICATION: October 2020

DATE OF MOST RECENT REVIEW: NA

SUMMARY OF CHANGES AT LAST REVIEW

Dream Believe Achieve

RECORD OF CONSULTATION	
DATE	**CONSULTATION DETAILS**
October 2020	Consultation with teachers & HLTAs
	Consultation with support staff
November 2020	Updated to reflect

THE GRANGE SCHOOL
DAVENTRY, NORTHAMPTONSHIRE

1. 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

2. Roles and responsibilities

When providing remote learning, staff must be available during their usual working hours. In the event of remote learning taking place, lunchtime will be assumed to be 12:15 - 13:15 for all staff. 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.

Staff should, at all times, be dressed appropriately and professionally, as per the Staff Code of Conduct.

Staff should ensure that their location is appropriate for Google Classroom Meets to take place. There should be a minimum of background noise and no distractions or disruptions.

2.1 Teachers

- Remote learning (planning for and feeding back), for children self-isolating/shielding is the responsibility of the class teacher
- Class teachers will be expected to take full control of their Google Classroom and Class Dojo and use these to set work for children who are self-isolating or shielding, alongside setting homework for the rest of the class
- Differentiated work should be set; including appropriate work for those children following PIVATs
- Deadlines should be set for each piece of work. To allow flexibility, the deadlines should be the Sunday at the end of the week.
- **Work should not be set for any child who is absent through illness**
- Faye Kite will be coordinating remote learning so any issues/questions will need to be communicated to her by email (mrs.kite@thegrangeschooldaventry.net)
- Teachers will be expected to meet regularly (once per week for English and once per week for maths) with individuals/groups of children, using the Google Classroom Meet facility and / or Zoom. This meeting should be a focused review of learning, including teaching where necessary. It is not a wellbeing check-in - Faye Kite will do these.
- In addition, arrangements will be made to allow staff at endeavour to contact self-isolating children on a daily basis. While numbers are small this should be possible. This daily contact should take the format of a phone call and be a short call to provide explanations in any area where a child needs academic support. Faye Kite will continue to make well-being checks on pupils and their family members.
- All communication should be through Class Dojo, telephone, Zoom or Google Classroom Meet.
- Teachers will need to provide Faye Kite with a master copy of the week's learning (including a printed copy of the powerpoint for example) so that copies can be made for children with no access to the internet. This should take the format of a weekly pack containing all the required learning materials.

2.2 Teaching assistants

Teaching assistants will assist with the implementation of remote learning during periods of local lockdown or self-isolation. When assisting with remote learning, teaching assistants must be available for their usual 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. When assisting with remote learning, teaching assistants should endeavour to support pupils they would normally work with (under the direction of the class teacher).

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:
- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
- Monitoring the effectiveness of remote learning
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding leads
The DSLs are responsible for observing, recording and reporting any safeguarding issues, via the usual school practices.

2.6 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

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

2.8 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

3. Principles of Remote Learning

Government Guidance clearly sets out its expectations of schools:

- 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
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- 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 and so schools should work with families to deliver a broad and ambitious curriculum
  When teaching pupils remotely, we expect schools to:
  - set assignments so that 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 incrementally, 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 a teacher in the school or through high-quality curriculum resources or videos
  - gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
  - enable teachers to 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, ideally including daily contact with teachers
- The above can be achieved in a variety of ways:
  - Using high quality prepared resources available online. <u>Click here for resource ideas</u>
  - A video of yourself/colleague in school delivering some learning <u>Click here for technical support</u>
  - A narrated powerpoint <u>Click here for technical support</u>
  - Live meets between teacher and pupils who are isolating at home (cover for these can be requested)

Meeting the needs of all pupils

Teachers have a duty to meet the needs of all pupils through a range of differentiation strategies and techniques. Remote learning should offer these, to ensure that **all** children are able to access their learning remotely and make good progress, whether in school or at home.

Children who receive additional intervention when learning in school, should - as far as is practicable - continue to receive that support when engaged in remote learning. Class teachers should continue to meet the needs of all pupils by assigning appropriate work and ensuring that children work actively towards their individual targets. Staff should request support from the SENDCo if required.

'For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case by case basis, avoiding a one size fits all approach.'

4. 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 subject lead or SENCO
> Issues with behaviour – talk to the parent initially and report to the Head Teacher
> Issues with IT – talk to IT staff
> Issues with their own workload or wellbeing – talk to their line manager
> Concerns about safeguarding – talk to the DSL