

# Acton CE Primary Academy



**To develop the learners of tomorrow and equip them with the skills to flourish and succeed for nothing is impossible with God-Luke 1:37**

## **Remote learning policy**

**This policy was approved by Trustees on : October 2021**

**Megan Nurse Chair of Governors**

**Adopted on October 2021**

**This policy will be reviewed annually on or before October 2022**

## Introduction

During the period of long-term closure due to Covid 19, staff have been providing a bank of online learning opportunities for the children in their classes. Teachers have been able to schedule learning in a manner that does not overwhelm our children, whilst prioritising their wellbeing.

We realise that the circumstances that caused our school to close will affect our families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. Our parents may be trying to work from home so access to technology as a family may be limited, there may also be more than one child requiring support and technology at the same time. Additionally, our staff may also be trying to manage their home situation and the learning of their own children. All staff and families may also have complexities with network availability throughout the day as demand for online working is greater. An understanding of these difficulties on all sides is essential for success.

However, although life is starting to regain some normality with all children returning to school, there still remain a number of occasions whereby schools may still need to provide some form of remote learning opportunities. These circumstances could be:

- Families returning from holidays in countries which require quarantine restrictions and therefore self-isolation is required
- A localised lockdown situation within the school and a requirement for a class or several classes to remain at home
- Individual cases where family members need to self-isolate due to a potential Covid infection
- A local area lockdown
- A further national lockdown

Our school needs to be able to provide remote learning opportunities for all of these scenarios, so that no child is disadvantaged from future learning activities.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: to 25 years'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'
- DfE (2020) 'Adapting teaching practice for remote education'
- DfE (2020) 'Guidance for full opening: schools'
- DfE (2020) 'Get help with technology during coronavirus (COVID-19)'
- DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'
- DfE (2020) 'How schools can plan for tier 2 local restrictions'
- DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'
- Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'
- DfE (2020) 'Remote education good practice'
- DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

## Aims

This remote learning policy aims to:

- 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

## Roles and responsibilities

### Teachers

All teachers are responsible for setting the schedule of work for their class.

When providing remote learning, teachers are responsible for:

### **Setting and responding to work:**

- Each teacher will set work for their class. If in the event a class teacher is unable to set the work, the school will endeavour to use an alternative teacher to set work or a paper package will be distributed.
- 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
- Children will be expected to continue to read, learn their times tables and spellings which will be provided.
- All work will be accessed via Google Suite, but specifically Google Classroom or Google Sites.
- A Google login has been provided for children to access and return their work. The staff will provide feedback.
- Contact with pupils will take place every 48 hours. This could be through an individual telephone call, or via Google Meet.
- For any pupils with limited access to devices, the school will make arrangements to support this situation.
- If children are not completing work, there will be communication with the family to establish whether further support is required.
- All children will be reminded of their stuck routines to support them at home.

### **Contacting Families**

- Contact with pupils will take place every 48 hours. This could be through an individual telephone call, or via Google Meet.
- Contact could also be made with parents/carers if this will help the child.
- Staff are not expected to make contact out of school time unless agreed with the Head teacher. All communication, including emails, should take place during normal school hours.

- If in the event any safeguarding concerns are raised when communicating with the families, these will be recorded onto CPOMS (Trust's safeguarding platform)

### **Expectations of virtual meetings**

- All staff are expected to dress appropriately for these meetings.
- Staff will endeavour to have limited background noise wherever the meeting is being held and backgrounds need to be distorted or blanked out
- Pupils must not be able to record or capture screengrabs of any meetings
- Parental consent must be gained for children to participate in these meetings
- Only school accounts will be used
- Pupils are clear of the behaviour expected of them
- Staff will record all outcomes of the meeting in the log and share with the Headteacher

### **Heads of School**

Alongside any teaching responsibilities, the head teacher is responsible for:

- Co-ordinating the remote learning approach across their school
- Monitoring the effectiveness of remote learning through: regular meetings with teachers and subject leaders; reviewing work set and feedback provided; or gathering feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations as directed by the Headteacher.

### **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 as far as possible
- 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:

- Sign the consent form required to access the remote learning opportunity
- 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 subject lead or SENCO
- Issues with behaviour – talk to the Head Teacher
- Issues with IT – talk to Universal technology
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer via the Headteacher
- Concerns about safeguarding – talk to the DSL or DDSL or Trust safeguarding team

## **Online safety**

All staff and pupils using video communication must:

- Communicate in groups – one-to-one sessions are not permitted.
- Wear suitable clothing – this includes others in their household.
- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video 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 video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- 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.

The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the SLT, in collaboration with the SENCO.

Pupils not using devices or software as intended will be disciplined in line with the Behaviour Policy.

The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

## **Data protection**

### **Accessing personal data**

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

- Use SIMS from their classroom laptops if on school site.

### **Processing personal data**

Staff members may need to 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 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)

- 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

### **Safeguarding**

All children will be reminded of keeping themselves safe when online whilst using these platforms.

### **Monitoring arrangements**

This policy will be reviewed at the beginning of each term based on changes to the Trust's operational procedures as directed by Central Government and the DfE. At every review, it will be approved by the Governing Body.

### **Links with other policies**

This policy is linked to our:

- Behaviour policy and coronavirus addendum
- Child protection policy and coronavirus addendum
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E-Safety Policy



## Appendix 1

Resources to support the setting and accessing of remote learning opportunities

DfE published resources	<a href="https://www.gov.uk/government/publications/coronavirus-covid-a9-online-education-resources/english-resources">https://www.gov.uk/government/publications/coronavirus-covid-a9-online-education-resources/english-resources</a>
TES published resources	<a href="https://www.tes.com/teaching-resources-legacy/teacher-essentials/home-learning/primary">https://www.tes.com/teaching-resources-legacy/teacher-essentials/home-learning/primary</a> <a href="https://www.tes.com/news/coronavirus-free-resources-home-learning">https://www.tes.com/news/coronavirus-free-resources-home-learning</a>
James Mannion and colleagues at UCL IOE have collated an extensive list of online learning resources for use at home	<a href="https://www.ucl.ac.uk/ioe/departments-and-centres/centres/london-centre-leadership-learning/free-online-learning-resources">https://www.ucl.ac.uk/ioe/departments-and-centres/centres/london-centre-leadership-learning/free-online-learning-resources</a>
The Council for Subject Associations published resources	<a href="https://www.subjectassociations.org.uk/cfsa-response-to-covid-19/">https://www.subjectassociations.org.uk/cfsa-response-to-covid-19/</a>
The Eden Academy Trust published resources	<a href="https://www.theedenacademy.co.uk/parent-forum">https://www.theedenacademy.co.uk/parent-forum</a>
Chatterpack home learning resources	<a href="https://chatterpack.net/">https://chatterpack.net/</a>
Kurstin Diggs and other publishers have provided lists of books that can be read online	<a href="https://docs.google.com/document/d/1trDFjiaz38ihxNAbxCSp8yjiZAUh464y4UOeP4U6Pbc/edit">https://docs.google.com/document/d/1trDFjiaz38ihxNAbxCSp8yjiZAUh464y4UOeP4U6Pbc/edit</a>
Jodie Lopez has created padlets for home learning	<a href="https://padlet.com/jodieworldrocks/homelearning2020">https://padlet.com/jodieworldrocks/homelearning2020</a>
ASE have produced science resources	<a href="https://www.ase.org.uk/coronavirus-hub-primary-directory">https://www.ase.org.uk/coronavirus-hub-primary-directory</a>
Oak National Academy published resources	<a href="https://www.thenational.academy/">https://www.thenational.academy/</a>
White Rose Maths resources	<a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a>
STEM free learning materials	<a href="https://www.stem.org.uk/home-learning">https://www.stem.org.uk/home-learning</a>