Ridgeway Farm CE Academy

Remote Learning Policy

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Name of the person responsible for this policy	**Laura Gibbard**
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Ridgeway Farm CE Academy Remote Learning Policy

Our vision and core values aim to ensure that every child has the opportunity to become curious, resilient and full of hope for their future. This policy outlines the steps the school will take in the result of an outbreak of a communicable disease where the partial or full school closure of the school is recommended by the Local Authority, Public Health England or Government.

This document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in a way which suits their individual needs. We realise that any circumstances that causes our school to close will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides:

- Parents may be trying to work from home so access to technology as a family may be limited
- Parents may have two or more children trying to access technology and need to prioritise the needs of their children
- Teachers may be trying to manage their home situation and the learning of their own children
- IT systems may not always function as they should
- Children may not respond well to learning from home

Remote Learning Policy – Our Intent

- To outline our approach for children that will not be attending school, as a result of government guidance or the closure of a class/phase bubble
- To outline our expectations for staff who may not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the education of our children

This policy is intended to outline our expectations for class/phase bubble closures or partial school closure, rather than individual cases. Individual children who are isolating due to health issues (based on government advice) and choose not return to school when it reopens will be supported on a case-by-case basis, primarily with the use of paper or online 'packs' which mirror the work being taught to the rest of the class in school.

The EEF found that:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, particularly for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different tasks and types of content

If the school is advised to close a year group or phase by either Public Health England or the Local Authority, learning will move to an online learning platform. The school's preferred method of online delivery is Microsoft Teams and Office 365.

Remote Learning Policy – Implementation

At Ridgeway Farm, we will provide links to appropriate remote learning for children who are not able to attend school so that no-one need fall behind. In the following section, an outline of the provision will be made and guidance given on the role of children, teachers and parents.

Roles and responsibilities

Teachers

Our school will provide refresher training sessions and induction for new staff on how to use Office 365. When providing remote learning, teachers must be available between the hours of 8.30 am and 3.30 pm.

If teachers 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 reporting procedures. This may have an impact on the provision provided for a particular class or year group.

When providing remote learning, teachers are responsible for:

Setting Work:

- Teachers will set work on Teams via Office 365 for the pupils in their classes/year group
- Teachers will deliver a number of live and recorded lessons via Teams.
- The lessons and work set will follow the agreed timetable (see Teams pages for timetable which will be uploaded on the day) for the pupils/class.
- The timetable is in line with the timetable had pupils been in school
- A daily timetable, the work and expectations will be available in Teams classroom before 9:00 am each day
- The amount of work set will be dependent on the number of teachers available to work
- Where possible, the work set will be differentiated to meet the need of all pupils
- Pupils with SEND will be directed to work on Teams classroom at the appropriate level and should complete the work online in line with whole school expectations

Providing feedback on work:

- Work completed should be uploaded to Teams Classroom whenever possible.
- Priority on feeding back to children must be given to the core areas i.e: reading, writing and maths. Typically, tasks related to these subject areas should be completed in the morning.
- Feedback will be in the form of comments on Teams
- Feedback in other curriculum areas may also be given
- In some cases, class disruption will be used for feedback or to support pupils in completing tasks

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

- If there is a concern around the level of engagement of a child, parents should be contacted via phone to access whether school intervention can assist engagement.
- All parent/carer emails should come through the school office
- Any complaints or concerns shared by parents or children must be reported to a member of the senior leadership team.
- Any safeguarding concerns must be referred immediately to the designated safeguarding lead. (DSL)
- Attending meetings with parents and pupils
- Ensure that you are wearing professional dress
- Ensure you are in a suitable location where you will not be interrupted
- Avoid areas with background noise and ensure that there is nothing inappropriate in the background (blurred if possible)

Live lessons:

- Follow the same guidance for attending meetings with parents
- Schedule any sessions beforehand, and be the first to attend
- Outline what equipment, if any, is needed by pupils (beforehand)
- Record all lessons and store these in line with your data protection policies

- Outline our behaviour expectations at the start of each session
- End the sessions so that no pupils are left to video chat without adult supervision

Teaching Assistants

Teaching assistants must be available during their contractual 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 reporting procedures.

During the school day, teaching assistants must complete tasks as directed by their line manager or a member of the SLT and follow the relevant guidance above set out for the teachers. When assisting with remote learning, teaching assistants may be responsible for:

- Working 1:1 with a child or with a small group – supporting them in accessing and completing appropriate remote learning
- Supporting the teacher in monitoring remote learning and contacting individual children/parents as directed by the class teacher
- Supporting teachers in delivering lessons within the classroom and in group work beyond the classroom
- Attending virtual meetings with teachers, parents and pupils

Key Stage Leaders and Senior team

Senior leaders are responsible for:

- Ensuring parents are notified of the reason for isolation and home learning expectations
- Co-ordinating the remote learning approach across the school, including daily monitoring of levels of pupil engagement.
- Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing the work set or gathering feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the SENDCO and other organisations to make any alternate arrangements for pupils with EHC plans. There must be regular contact with the SENCO and class teacher.
- Identifying the level of support required for individual children with SEND

Designated Safeguarding Lead (DSL)

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Child Protection Policy and Procedures.

The DSL is responsible for ensuring support is in place for pupils in vulnerable groups (e.g online resources, regular contact and links with agencies

Pupils and Parents

Staff can expect children learning remotely to:

- Be contactable during the school day
- Complete work to the deadlines set by teachers
- Seek help if they need it from school staff
- Alert teachers if they are not able to complete work
- There should be no recordings made by pupils or parents of any lessons or conversations had on Teams.

For live lessons:

- Be punctual to sessions
- Dress appropriately
- Follow our school Behaviour for Learning Policy
- Use the mute microphone option during the video lesson, unless invited otherwise by the teacher
- Be in a safe & appropriate setting, using blurred backgrounds where possible
- Not use the platform to message fellow pupils outside of the session
- Ensure they have all the necessary equipment and resources for the session
- Raise any personal concerns or issue outside of the live lesson

Staff can expect parents with pupils learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work using the usual absence procedure (contacting the school office)
- Seek help from the school if they need it
- Only use Office 365 tools for curriculum-related correspondence.
- Be respectful when making any complaints or raising concerns. These should be sent to the school office and not dealt with on Teams/One Note Class Pages (See complaints procedure on the school website)

During live lessons:

- Not interrupt the session at any time
- Not join the lesson if their child is not with them
- Ensure their child is appropriately dressed
- Support their child in understanding the behaviour expected during the live lessons • Ensure their child is in a safe and appropriate setting for the lesson • Ensure their child is not in a 1:1 chat with other learners.
- Be mindful of the confidentiality of all the learners involved.
- Raise any concerns with the teacher or school immediately.

Teachers will plan lessons that are relevant to the curriculum focus for that year group and endeavour to supply resources to support tasks for home learners. Work for the week in English (including reading and writing), mathematics and other wider curriculum subjects will be posted onto the class One Note page accessed via our Office 365 platform https://www.office.com within 48 hours of the class/phase closure.

In addition to the home learning activities, we will aim to upload:

- Pre-recorded video tutorials or website links needed to access home learning resources
- Clear information about the learning and expectations for that week
- Worksheets to accompany lessons
- Video messages from the teaching team
- Regular assembly presentations so the children can engage at home with the school vision and values
- Regular feedback from the year group teaching team
- Where the whole class is forced to close and the class teacher is well enough to deliver live learning sessions, live online learning sessions will be delivered via Microsoft Teams between the hours of 9.10am and 2.50pm.

Teachers will respond promptly, within reason, to requests for support from families at home. This should be done via email ideally within 24 hours.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure that the quality of 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

Data protection

Accessing and sharing personal data

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

- As far as possible, use school issued devices to conduct any work related to school where personal data is used. If this is not possible then they must use school issued encrypted USBs
- Adhere to the school's Data Protection and Information Sharing Policy
- 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
- 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

Home and School Partnership

Ridgeway Farm CE Academy is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs.

Our school will provide a refresher online guidance and induction for parents on how to login and use Office 365 on an annual basis. These sessions will be led by Mrs Gibbard

Where possible, it is beneficial for children to maintain a regular and familiar routine. We therefore strongly recommend that each 'school day' is well structured and that parents support their children, including finding an appropriate place for them to work and concentrate in.

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office and alternative solutions will be considered. These will be discussed on a case by case basis.

Online Safety

Pupil screen time has increased significantly, both for home learning and personal use. The school is committed to keeping children safe online and to ensure positive online interaction between teachers, parents and pupils. Some work is set which is not computer-based, to allow pupils learning time away from screens.

Pupils will be taught:

- Appropriate online behaviour
- How to evaluate what they see online

- How to identify online risks
- How to recognise techniques used for persuasion
- How and when to seek support
- In school, we are able to restrict access to sites but, at home, pupils may be able to find material that is unsuitable. Parents are encouraged to read some of the safety tips for keeping their children safe whilst online. These can be found on our school website.

Links with other policies and development plans
This policy is linked to other policies and procedures related to:

- Safeguarding policy
- Behaviour for Learning Policy
- Child Protection Policy and Procedures
- Data Protection and privacy notices
- Online Safety and acceptable use policies
- Home School Agreement
- Teaching and Learning policy

Monitoring and Review of Policy
This policy will be reviewed regularly to reflect changing guidance and government updates.