Policy Title:	Remote Learning Policy	
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Author & Role	L Melling / K Linde/ M Crouch Leading Practitioners K Clegg Deputy Headteacher	
Ratified by:	Governors Policy Committee	
Responsible signatory:	H.McCann	W.Blundell
Date of signature:	02/02/2021	02/02/2021
Amendments / Comments	Page 1 - Who **is this policy applicable to** - Pupils, families and staff involved in the teaching or learning of those accessing learning remotely. Page 5 – **Pupil Support Team** - Ensuring that all pupils continue to have their needs met while learning remotely. Page 6 – **School Business Manager** – Section added. **Pupils and Parents –** Section added. 02/02/2021 – HMC / WBL – Responsible signatories need amending.	
Outcome:	This Policy: Ensure consistency in the approach to remote learning for all pupils who aren't in school through use of quality Online and Offline resources and teaching videos.	
Cross Reference:	Safeguarding policy Behaviour policy Child protection policy Data protection policy and privacy notices Online safety policy Acceptable use policy Code of Conduct policy Teaching and learning policy	

EQUALITY AND DIVERSITY STATEMENT

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Remote Learning Policy

Philosophy

Astley Park School is committed to providing a safe and caring environment where each learner will be given an education of the highest standard and every opportunity to achieve their full potential.

Aims

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure consistency in the approach to remote learning for all pupils who are not in school through use of quality Online and Offline resources and teaching videos.
- Provide clear expectations for members of the school community with regards to the delivery of high quality interactive remote learning.
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Consider continued education for staff and parents (e.g., CPD, Supervision and Meet the Teacher)
- Support effective communication between the school and families and support attendance.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.

This policy aims to:
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning.

Who is this policy applicable to?

Pupils, families, and staff involved in the teaching or learning of those accessing learning remotely.

Content and Tools to Deliver this Remote Learning Plan
- Online learning tools including Education City, Purple Mash, Oak Academy and Twinkl.
- Use of Microsoft Teams for interactive sessions with learners in school, if applicable.

- Use of school YouTube channel to share parent videos or activity videos for learners weekly if whole class isolating.
- Phone calls home.
- Emails home.
- Printed learning packs.
- Physical materials such as story books, Numicon packs and writing tools.
- Learning from home section of school website.
- Individualised transactional supports where needed.
- Weekly Activity Banks.
- Individual Home Learning Passports.

Home and School Partnership

Astley Park School is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure to support learners.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support learners with work.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

Where appropriate, learners sign an 'Acceptable Use Policy' at school which includes e-safety rules, and this applies when children are working on computers at home.

Roles and Responsibilities

Teachers

When providing remote learning, teachers must be available between 8:45am and 3:30pm.

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.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the learners in their classes.
- Work will be personalised to meet individual learner's needs.
- A home learning passport will explain the learners personalised learning goals.
- A weekly activity bank will be provided with suggested learning activities for each curriculum area.
- Work will be set each Friday by 3:30pm for the following week, where possible.
- Weekly YouTube activity videos to be set when whole class bubble is isolating.
- Microsoft Teams learning activities will be arranged at least two times per week to maintain contact between learners.

Providing feedback on work:

- Class teachers will respond to any Evidence for Learning sent into school by parents using the comment feature. Class teachers should check this daily.
- Class teachers will respond to any work submitted on Purple Mash using the comment feature. Class teachers should check this daily.
- Class teachers provide feedback via weekly greeting videos to praise learners and give next steps, where appropriate.

Keeping in touch with pupils who aren't in school and their parents:

- Ongoing email or telephone contact as needed from the class teacher/SEND Support Team-logging all communication on CPOMS.
- Weekly greetings videos to be sent via Evidence for Learning from the class team.
- A weekly class blog that will celebrate the achievements of all learners across the week.

Teaching Assistants

Teaching assistants must be available between 8:45am and 3:30pm.

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.

During the school day, teaching assistants must complete tasks as directed by the class teacher.

Teaching assistants must take part in the production of weekly greetings videos, YouTube videos (where applicable) and take part in all Microsoft Teams sessions.

Deputy Head and Lead Practitioners

We will provide new staff with an induction session on how to use Online Learning tools such as Microsoft Teams, Education City and Purple Mash.

Alongside any teaching responsibilities, the leadership and management team are responsible for:

- Co-ordinating the remote learning approach across the school including weekly monitoring of engagement.
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.

Designated Safeguarding Lead

Staff, pupils, parents/carers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and staff. In the policy, there are specifically prohibited behaviours and reporting obligations to which staff must adhere to, whether they are at home, in the community or at school.
The Designated Safeguarding Lead is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

- Liaising with the Strategic Lead for Information Communication Technology and Digital Transformation ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
- Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
- Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working ensuring all safeguarding incidents are adequately recorded and reported.

Strategic Lead for ICT and Digital Transformation

- Provide access to Online learning platforms e.g. Microsoft Teams, Education City, Purple Mash, Evidence for Learning (EfL), APS Learning from Home YouTube Channel.
- Provide support for any issues with Online Learning Platforms used to set and collect work.
- Support staff with any technical issues they may experience.
- Ensuring that all school-owned devices used for remote learning have suitable anti-virus software installed.
- To ensure that the equipment and technology used for learning remotely is accessible and to keep a log of devices taken off site.
- To regularly review/monitor the ICT remote learning procedures and platforms to identify any changes/updates required to enhance remote learning.

Pupil Support Team – Mrs K Wells (Deputy Head) Mrs J Wilson (SENCO) Mrs N Patterson (Parent/Carer Support Manager) Miss R Della Fera (SEND Support Manager) Mrs K Brereton (School SALT)
- Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that all pupils continue to have their needs met while learning remotely.
- To continue to provide a EHC review remotely to review pupils' targets and next steps.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
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SEND Team – Miss R Della Fera (SEND Support Manager) Mrs K Brereton (School SALT) Ms Branfield (School Counsellor).
- To provide resources in liaison with the Pupil Support Team and class teachers to help students to access learning from home (Social Stories, Now/Next, Timetables, visuals).

- To provide support videos and online sessions for those pupils already receiving additional SEND interventions.

School Business Manager

- Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.
- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.

Pupils and Parents

Staff can expect pupils learning remotely to:
- Engage with learning from home activities to the best of their ability, with support from their family.

Parents with children learning remotely are expected to:
- Communicate with school regarding wellbeing and engagement with learning.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- Adhering to this policy at all times during periods of remote learning.
- Reporting any technical issues to the school as soon as possible.
- Ensuring that their child always has access to remote learning material during the school day.
- Being visible on Teams call whether their child is having a 1:1 or group session.
- Reporting any absence to the office and class teacher
- Ensuring their child uses the equipment and technology used for remote learning as intended.
- Create an appropriate learning environment for their child to learn.

Parents can expect staff**:**

- To contact them individually to offer a learning package tailored to their child's needs.
- To agree contact arrangements each week to offer support, guidance and to action any issues that are raised.
- To share evidence of their child's work and progress.
- To support parents with their child's learning package and go through any areas that may need further explanation.
- Provide learning through a variety of online platforms such as Education City, Purple Mash, live Teams and Evidence for learning videos.
- To blog about their child's class and report the learning that has taken place that week.
- To monitor engagement in learning and review with parents if engagement is low and provide alternative strategies and support.

Governing Board

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.

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety policy
- Acceptable use policy
- Code of Conduct policy