Eastfield Primary Academy
REMOTE LEARNING POLICY
January 2022

Approved by:	Kerry Thompson & Anna Wood	**Date:** 04.01.22
Last reviewed on:	January 2021	
Next review due by:	January 2022	

Contents

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1. Aims

This remote learning policy for staff aims to:
- Ensure consistency in the approach to remote learning for our pupils
- 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

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.15pm.
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-
- Providing work for pupils who are not attending school due to Covid restrictions or who are self-isolating.
- Providing work that is, at a minimum, 2 hours per day in Reception, 3 hours per day in KS1 and 4 hours per day in KS2.
- Providing tasks in a timely manner so that pupils are able to access learning opportunities within the agreed time.
- Liaising with other colleagues where appropriate to ensure that cohorts have a consistent offer.
- Considering different approaches for the delivery of learning where pupils have difficulty accessing learning online such as providing printed resources, such as textbooks and workbooks, and resources to enable/support online learning, such as an exercise book, paper, pencils, ruler etc.
- Staff **record all live sessions** in Microsoft Teams so that if any issues are to arise, the video can be reviewed. Live recordings are saved and then deleted after seven days.
- The length, time, date and attendance of **any** live session is recorded; Microsoft Teams does this automatically.
- Wherever possible there should be two adults present when providing live teaching.
- Staff invite children to join their 'live' Microsoft Teams session; children wait in the 'lobby' until invited to join the session.
- Staff alert both parents and children via the comments section if a Microsoft Teams session requires any specialised equipment.
- Where work should be uploaded (e.g. remote learning platform, Microsoft Teams & Showbie) – staff to be supported in how to do this via written instructions & personalised support.
- Any Microsoft Teams session will always have the disclaimer, '*By joining this meeting, you are agreeing to not take photographs, screenshots or recordings for any reason. You are also agreeing to behave in an appropriate manner, as would normally be expected in school. This includes appropriate language and dress.*' at the start of the session; to safeguard staff.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used by staff should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Live classes will be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Eastfield Primary Academy to communicate with pupils.

Curriculum provision-
Teachers are expected to:
- offer a broad and balanced curriculum
- 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
- 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
- provide frequent, clear explanations of new content, delivered themselves or through high-quality curriculum resources or video
- consider the benefits of synchronous (live) or asynchronous (pre-recorded) learning and make decisions as to which is most suitable for the intended learning

- 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
- provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

Senior Leaders will be available to support any teachers when setting and accessing remote learning resources.

Monitoring Engagement with Remote Learning-
We have a system in place for checking, daily, whether pupils are engaging with their work:
- Teachers complete the online register for am & pm sessions to identify children accessing learning in school, remote learning & children who are not engaging.
- Engagement in learning is measured using a sliding scale & rag rated at the end of the week:
  - ♦ 0 = no engagement
  - ♦ 1 = little engagement
  - ♦ 2 = engaged with half of set learning
  - ♦ 3 = good engagement
  - ♦ 4 = engaged with all of the learning
- Online Year Group registers are monitored weekly by the Safeguarding Team and the parents of children who are not engaging in remote learning, or engagement is a concern, are contacted via the telephone, or by home visits if necessary.

Providing feedback on work-
- Teachers will assess pupils' work and provide pupils with feedback. This is provided on an individual basis, but group feedback may also be used to reduce staff workload.
- Teachers provide feedback through Microsoft Teams either, verbally or a written comment via the 'Chat' function.
- Teachers provide feedback on children's written work via Showbie; feedback is either written or verbal (voice note).
- Teachers provide feedback on children's written work via Showbie for up to 48 hours after the task was set.
- Teachers in Early Years use 'Evidence Me' to provide written feedback to photographs and work uploaded by parents and carers as part of the Early Years offer.

Keeping in touch with pupils who are not in school and their parents –
- We will keep in contact with pupils and families who are not in school at least fortnightly. This may be more frequent for particular circumstances e.g. safeguarding reasons, pupils who are having difficulties completing work remotely.
- Parents contacted via the telephone.
- Parents who cannot be contacted by the telephone and have children that are not engaged in home learning, will receive a weekly home visit.
- Any complaints or concerns shared by parents and children are referred to the DSL and members of the Safeguarding Team as per our safeguarding procedures.
- Any behaviour issues, such as children failing to complete work and inappropriate behaviour on Microsoft Teams is dealt with by the teacher and support sought from Senior Leaders if appropriate.
- Wherever possible, staff are not be expected to respond to communications received from parents and families beyond their normal working hours.

Attending virtual meetings with staff, parents and pupils –
- Staff should adhere to the school's dress code
- Staff should avoid areas with background noise and ensure there is nothing inappropriate in the background. Staff are recommended to use background 'wallpapers' when using Microsoft teams.

2.2 Teaching Assistants
When assisting with remote learning, teaching assistants must be available within their normal hours of work.
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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning remotely under the direction of the Class Teacher or Senior Leaders
- Attending any virtual meetings with teachers, parents and pupils
- Staff should adhere to the school's dress code
- Staff should avoid areas with background noise and ensure there is nothing inappropriate in the background. Staff are recommended to use background 'wallpapers' when using Microsoft teams

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
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers, reviewing work set, reviewing the subject Unit Plans, monitoring of recorded sessions & work scrutinies
- 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
- 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:
- Co-ordinating the remote learning approach across the school – this is the primary responsibility of the Curriculum Leader.
- Monitoring the effectiveness of remote learning – this includes regular meetings with teachers and Subject Leaders, visiting online sessions, reviewing work set and seeking feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Information regarding remote education provision is published on our website for pupils, parents and carers to access.

2.5 Designated Safeguarding Lead (DSL)
The DSL is responsible for following the safeguarding guidance detailed within the Enquire Learning Trust's Safeguarding Policy.

2.6 IT staff
IT Support are responsible for:
- Helping staff with any technical issues they are experiencing
- Helping to fix issues with systems used to set and collect work
- Helping the school where possible to advise and guide parents and pupils to get online and access systems used for remote learning

2.7 Pupils and Parents
Staff can expect **pupils** learning remotely to:
- Be contactable during the school day – although 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 or teaching assistants
- Alert teachers if they are not able to complete work

Staff can expect **parents** with children learning remotely to:
- Ensure their children engage with all learning activities set by the teacher
- 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
- Ensure that their children behave appropriately online, particularly during 'live' sessions
- Ensure that everyone in their household abides by the disclaimer at the start of any Microsoft Teams sessions (live or pre-recorded); '*By joining this meeting, you are agreeing to not take*

photographs, screenshots or recordings for any reason. You are also agreeing to behave in an appropriate manner, as would normally be expected in school. This includes appropriate language and dress.'

2.8 Trustees
The Governing Board is responsible for:
- Monitoring the Trust's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that the Trust's systems are secure, for both data protection and safeguarding reasons

3. Who to contact
If **staff** have any questions or concerns about remote learning, they should contact the following individuals:
- Issues with their own workload or wellbeing – talk to the Principal
- Concerns about data protection – talk to the Principal
- Concerns about safeguarding – talk to the DSL

If **parents** have any questions or concerns about remote learning, they should contact the following individuals:
- Issues in setting work – talk to the Class Teacher
- Issues with behaviour – talk to the Class Teacher
- Issues with IT – contact the school Office or talk to the Class Teacher
- Concerns about data protection or safeguarding - talk to the Class Teacher or Principal

4. Data protection

4.1 Accessing personal data
Data to be used in accordance to the Trust's Privacy Notice.

4.2 Processing personal data
Staff members may need to collect and/or share personal data such as 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 will not need to give permission for this to happen.
However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure
Staff should manage devices in line with the Enquire Learning Trust Information Governance Policy to ensure that they remain secure.

5. Safeguarding
Staff should refer to the Enquire Learning Trust Safeguarding Policy.

Staff should-
- Record live lessons if working alone. Wherever possible, another adult should be present if streaming live lessons.
- Consider what is in the background if they are recording or streaming live lessons. Wherever possible they should use background 'wallpapers' if this has to be done at home.

6. Provision of Remote Learning when teachers are absent
Wherever possible, pupils will receive remote learning from their Class Teacher. If the Class Teacher is fit to work then remote learning approaches will continue as normal.

In some cases, the Class Teacher will not be able to deliver remote learning. If this is the case, the senior leaders will make the decision to:

- Access pre-planned materials such as those from the Oak Academy. This may limit any addition to staff workload. These materials will provide well-planned and well-sequenced learning as a substitute for the Class Teacher.

Wherever possible, we will seek to maintain the acknowledgement of pupils' work and maintain contact in line with our procedures.

7. Monitoring arrangements

This policy to be reviewed in May 2022 by J Holbrook.

At every review, the Board of Trustees will approve it.