

# The Meadows School



## Remote Learning Policy

Updated: May 2023

Date to Reviewed: May 2024

Ratified by Governors: May 2023

## Amendment Register

Amendment Number	Date	Detail	Amended By	Approved By
0	April 2020	Initial Issue	SLT	Headteacher
1	29/04/2020	Policy Ratified	FGB	FGB
2	11/05/2023	Policy name previously 'Home Learning' Policy	SLT	Acting Deputy Headteacher

## Table of Contents

Serial	Description	Page No.
1	Legislation	3
2	Rationale/Aims	3
3	Roles and Responsibilities	3
4	Who to Contact	8
5	Data Protection	8
6	Safeguarding	9
7	Monitoring Arrangements	9
8	Links to Other Policies & Documents	9
9	Live and Video Teaching	10

## **Rationale**

In line with best practice and following the DfE guidance The Meadows School has a 'Remote Learning' policy to be applied in case children cannot come into school, this may be as a result of medical needs, self-isolation or local/national lockdowns.

DfE Guidance: <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#section-5-contingency-planning-for-outbreaks>

### **1. Rationale/Aims**

In the event of full or partial closure, The Meadows School is committed to providing continuity of education to its pupils through remote learning (also often referred to as 'home learning').

This remote learning policy aims to:

- Ensure the ongoing education and wellbeing of pupils at The Meadows school during any period where they are required to be at home in term time. This includes during whole school closure, for example full or 'local' lockdowns during the pandemic, but also for individual pupils who may need to be at home, for example for medical reasons
- Ensure access to high quality remote learning for pupils who are not in school.
- Set out clear expectations for all members of The Meadows School community with regards to remote learning and home learning activities.
- Include continuous delivery of the core values and work of the school curriculum, as well as support of Motivation, Health, Positive Mental Health and Well-Being and Parent /Carer support.
- Consider continued education for staff and parent /Carers (e.g CPD, Supervision and Meet the Teacher/Team)
- Support effective communication between the school and families to encourage engagement/ attendance to learning and best practice around remaining safe online and educate the whole community in its use of technology.
- Provide appropriate guidelines for data protection and provide clear mechanisms to identify incidents and actions where appropriate.

Our aim is that should any individual pupils need to be at home for any extended period, they can still access a curriculum appropriate to their needs and abilities. This aim remains at the forefront of our work so that, as far as possible, pupil progress and well-being is not negatively impacted. It is anticipated that our Remote Learning policy and practice will evolve overtime, but this aim will remain central.

## **2. Roles and responsibilities**

### **2.1 Headteacher**

The Headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

#### **Senior Leadership Team:**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and key stage and bubble leaders, reviewing samples of work set or reaching out for feedback from pupils and parent carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

The Head Teacher will work with SLT, Key Stage, Bubble Leaders and Class Teachers to ensure that all EHCP reviews and planned parent carers evenings continue via Microsoft TEAMS or other communications. Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible. I.T Operations manager is also responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff (and when possible, parent/ Carers) with any technical issues they are experiencing

### **2.2 Key Stage/Bubble Leads:**

Alongside their teaching responsibilities, key stage/bubble 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 ensure all work set is appropriate to pupils' needs and is consistent
- Working with other subject leads and senior leaders to ensure work set remotely across all subjects is appropriate and consistent, and that with regards to any exam work being set, any deadlines are achievable and are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject through regular meetings with the teachers
- Alerting teachers to resources they can use to teach their subject remotely

### **2.3 Teachers:**

Teachers must be available between 8.40am and 3.10pm(Mon/Fri), 4.00pm on the other work days they currently 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 procedures. If the school office phone is unavailable an email should be sent instead.

For extended periods of time away from school, the class teachers will ensure the school values and the targets within the pupil's EHCP are being included when planning work and monitoring progress. Teachers will make reasonable adjustments to work towards the targets in the plan and if these present as unachievable via remote learning they will discuss with parent/carers.

When providing remote learning, teachers are responsible for:

- Setting work:
  - To be prepared for the event of either a local lockdown or a whole class/bubble isolating, through planning a contingency pack or scheme of work to cover two weeks' worth of work.
  - Planning a pack/scheme of work/activities for their class or individual pupils who are not attending school because they are shielding but generally well in health and therefore able to access learning at home. This must include subjects from across the curriculum. Where possible co-ordinate with other teachers in their department to ensure planning is consistent and sequential.
  - Pupils who themselves are self-isolating or a member of their family are self-isolating and awaiting test results should be provided with learning materials in line with the 'recovery' curriculum. Teachers should liaise with parent carers on the day after their first day of absence to ascertain if they are well enough to complete work at home. If the pupil is well, teachers will send work home within that week. If the pupil is unwell, work does not need to be sent home within that week, but teachers must continue to phone or email parent carers weekly until the pupil returns to school.
  - In the case of a 'bubble' or whole school closure remote learning will begin within the same week as the closure unless this is a Friday in which case it will begin on the following Monday.
  - Teachers will use their professional judgement to select elements of planned work which lend themselves more readily to remote teaching.
  - Teachers will also use their professional judgement to provide the most engaging and accessible 'personalised' learning resources and support appropriate to the needs of each pupil in their class (and their families). This may be a blend of online resources through our website, learning platform, paper resources either posted or delivered (if appropriate), e-mailed tasks, or, even potentially in some cases, access to parts of some specific lessons via 'Teams'.
  - The work set should attempt to follow the usual percentage balance of the curriculum areas. This may also include links to e-safety to ensure parent carers know how to keep their children safe online.
  - Weekly/daily work will be shared with families to encourage active involvement where possible.
- Providing feedback on work:

- Not all learning is formally assessed, and this would continue to be the case during periods of remote learning. Teachers will endeavour to provide feedback on work completed.
  - SLT will coordinate with class teachers and subject leaders on any formal assessments and feedback.
  - Teachers will be expected to attend virtual meetings with staff and/or parent carers, as appropriate.
  - Teachers will liaise with their Key Stage/Bubble Leaders, so that packs can be printed and delivered/posted home.
  - Staff will be encouraged to work towards the values of The Meadows marking policy where this is realistic.
  - There is no expectation from school that work must be completed at this time. We believe our parent carers will be doing their best to manage their own circumstances.
- Keeping in touch with pupils who are not in school and their parent carers:
    - It is the expectation, as laid out in the school's attendance policy that the class teacher (or a class team member) should contact the family at least once a week to support the family and explain any work set.
    - If there is a concern around the level of engagement of a pupil and/or the pupil's parent carer, they should be contacted via phone to assess whether school intervention staff can assist with engagement.
    - All parent carers' emails should come through the school e-mail accounts. Staff are encouraged to use Microsoft TEAMS for parent carers' meetings and EHCP reviews to allow for views of children and wider family members where appropriate.
    - Any complaints or concerns shared by parent carers or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL
    - Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher/SLT should be BCC'd in the communication
    - Record all contacts with parent carers – whether by phone, e-mail or face-to-face - on CPOMs.
    - Teachers will respond to reasonable amounts of communication from pupils, parent carers and staff. (If staff need to use their personal devices, dialling 141 prior to the number will ensure the staff member's own number is kept anonymous.)

#### **2.4 Learning Support Practitioners:**

Learning Support Practitioners must be available between The Meadows School hours of 8.40am and 3.10pm (Mon/Fri), 4.00pm on other work days they currently work (if full-time). During this time, they are expected to check work emails.

If Learning Support Practitioners are unable to work for any reason during this time, for example due to sickness or whilst caring for a dependent, they should report this using the normal absence procedure. This should be reported on the school system.

During the school day, Learning Support Practitioners must complete tasks as directed by the class teacher, and the Senior Leadership Team. Under the guidance of the class teacher, learning support practitioners are responsible for:

- Supporting families and pupils with learning remotely. The support provided for a pupil or group of pupils will be discussed by the class teacher and the teaching assistant.
- Supporting the class teacher with the creation of (or adapting of) learning resources
- Supporting teachers with feedback on work
- Attending virtual meetings with teachers, where appropriate
- Making additional contact calls to support families with learning tasks, behaviour or wellbeing (such as encouraging reluctant learners to engage, promoting positive lifestyle choices around exercise, screen time and diet), if required

## **2.5 Pupils and Parent Carers:**

The Meadows 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 and the needs of the young person.

Because of the needs of individual young people teaching staff will work with families to assess and agree the best structure for the learning and day.

If necessary, The Meadows School will provide an introduction/refresher training session for parent carers on how to use any software or other apps as appropriate and where possible, provide personalised resources.

Where possible, if it is recognised as beneficial for the young person to maintain a regular and familiar routine, The Meadows staff will work toward this.

We would encourage parent carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work to the best of their ability.

Every effort will be made by staff to ensure that work is set promptly and realistic to be supported by the family.

Where identified families do not yet have access to ICT/printers, every effort will be made to either loan a device, or that the child may access online learning, or paper-based resources will be printed and delivered/posted home or collected from school as an alternative.

If a child is absent from school because they are unwell, we would not expect them to complete work.

Assuming that a pupil is healthy and well enough to work – such as during a local lockdown or when isolating due to a family member showing Covid symptoms (or who have had a positive test) - we would expect families to support their child to participate as fully as possible in the remote learning process, attempting work set, completing independent work (if appropriate) and submitting completed work promptly and to the best of their ability.

Staff can expect parent carers/pupils to:

- Seek help if they need it, from teachers or learning support practitioners.
- Alert teachers if they are not able to complete work
- Make the school aware if their child is sick or otherwise can't complete work so alternatives can be offered
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

### **2.7 Designated Safeguarding Lead:**

Please see Safeguarding policy. The policy is available on the school website and saved on the school drive.

### **2.8 Local 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. 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 Key Stage Leaders
- Issues with behaviour – Kevin Hurcombe
- Issues with IT – ICT Network Manager David Moragn
- Issues with their own workload or wellbeing – Eileen Pace
- Concerns about data protection – Richard Parsons
- Concerns about safeguarding – Theodora Papaspyrou

## **4. Data Protection:**

### **4.1 Accessing Personal Data:**

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

- Use Progresso or the list of contact details for your class provided by the school office
- Use devices provided by the school
- All staff have access to CPOMs to record any parent carer contact or concerns about children, this is accessed via the internet. Staff must ensure they log out after use. Staff must not allow access to the site to any third party.



#### **4.2 Processing Personal Data:**

Staff members may need to collect and/or share data. Staff must not use their personal email address to contact parent carers. If staff are required to call a parent carer when not on the school site, they must block their personal telephone number. (If staff need to use their personal devices, dialling 141 prior to the number will ensure the caller's own number is kept anonymous.)

#### **4.3 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 6 characters, with a combination of upper and lower-case letters, numbers, and it is recommended that device passwords contain a special character (e.g. asterisk, currency or other symbol)
- If using an external hard drive, 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
- 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

#### **5. Safeguarding:**

During any period of remote learning, the school's Safeguarding Policy still applies as do any addendums.

The policy is available on the school website and saved on the school drive. Staff will continue to report any safeguarding concerns using CPOMs and these will be addressed by the safeguarding team.

#### **6. Monitoring arrangements:**

This policy will be reviewed as and when updates to remote/home learning are provided by the government. At every review, it will be approved by the Headteacher and SLT.

#### **7. Links to other policies and documents:**

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- Online safety policy
- Teaching and Learning

- Curriculum Statement

### **8. Live and Video teaching:**

Our teachers are expected to use their professional judgement, and should it be appropriate for some pupils to access parts of some live lessons via 'MS TEAMS', we will support those teachers with this choice of medium providing they take due care to protecting the privacy of the other pupils in the class and follow 'MS TEAMS' security guidelines.

Home learning will be set via our school website:

<https://www.themeadows.sandwell.sch.uk/>