Easton Royal Academy

Remote Learning Policy

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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- 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

If schools are closed or teachers are self-isolating but well and able to work, they will be required to perform the duties set out in this and other relevant policies; this is likely to include setting remote learning for pupils. If teachers are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure. Teachers must abide by the school policies when working from home, including the Code of Conduct.

When providing remote learning, teachers are responsible for:

- Teaching lessons:
    - The majority of lessons should be delivered via recorded lessons, rather than via live lessons or materials published on the website.
    - Lessons should be recorded via Teams
    - Live sessions are encouraged but should be used for sessions that do not allow for parents to get involved / see the interaction of other children e.g. class stories.
    - Live sessions must always be recorded for safeguarding reasons.
    - Please follow actions in the Live Session risk assessment (available on ERA Sharepoint) for every live session, whether prearranged 1:1 or group.
    - Materials published on websites / APPs should only be used to supplement the normal daily procedure of recorded lessons for teaching.
    - Y1 – Y6 lessons should follow the normal school timetable. Reception lessons must include daily phonics sessions and learning through play lessons. EYFS should be mindful that the quantity will need to be manageable as these will require adult support.
    - Teachers should let the Principal know in advance if they might have trouble with resources or capacity, if they are asked to work from home.
    - Teachers should be mindful of the pressures on parents and provide a mix of activities that might need support and other activities that can be completed independently.

- Setting work:

    - In most year groups, the amount of work set should be in line with normal work routines (minimum 3 hours per day for KS1 and 4 hours for KS2). For younger year groups, teachers should be mindful of the pressures on parents, supporting their child(ren) at home.
    - As in the classroom, additional needs should be catered for through additional support/resources/technological aids. Alternatively, personalised activities can be set for key children or groups or children can be offered a school place.
    - Work set should be uploaded as activities on SeeSaw.

- Providing feedback:

    - Timely and helpful feedback is a cornerstone of good teaching and learning. Whilst this may be more challenging with remote learning, regular feedback to pupils is important and should be provided in line with our contingency plan.
    - Staff must make clear in their teaching how work must be submitted (eg as a photo of written work or typed/recorded within SeeSaw).
    - Effective feedback can include whole class feedback, individual feedback and online quizzes that may self-mark or allow for extended answers. A variety of methods should be employed over time.
    - Feedback to pupils should be provided in a timely fashion.

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

    - Contact from parents/carers should be responded to by email/SeeSaw messaging or by school phone. The use of a personal phone/email should be avoided. In the unlikely event that this is not possible, measures should be taken to withhold the number.
    - Contact should be made, wherever possible, within standard working hours.
    - Where pupils or parents/carers have a concern, teachers should endeavour to resolve the issue. However, if this is not possible or the issue is more serious, they should pass it on to the principal. If the concern is regarding safeguarding, staff should follow the Safeguarding and Child Protection Policy (please note there is an addendum to this policy that covers safeguarding during lock-down and/or remote learning).
    - Where pupils do not appear to be engaging, contact with students and parents/carers should be made. Good work and effort should be rewarded in line with school policy.

- Attending virtual meetings with staff, parents/carers and pupils:
    - Staff are expected to attend and participate in virtual staff meetings
    - Staff should be dressed appropriately (e.g not pyjamas).
    - Staff should be aware of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background (some devices allow the background to be blurred)

2.2 Teaching assistants

If schools are closed or teaching assistants are self-isolating and able to work, they will be required to perform the duties set out in this and other relevant policies which may include supporting remote learning or supervision of 'bubbles' who continue to attend school and facilitating these children in submitting their

home learning. If teaching assistants are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure. Teaching assistants must abide by the school policies when working from home, including the Code of Conduct.

When assisting with remote learning, teaching assistants are responsible for maintaining contact and working alongside their class teacher, in accordance with their normal timetable. This could include ensuring SEND pupils are well supported through individual Teams / phone calls and personalised learning plans.

Teaching assistants will be required to attend virtual meetings with staff, as directed by the Principal. In such meetings, staff should be dressed appropriately. They should also be mindful of the location that virtual meetings are held e.g. avoid areas with background noise, nothing inappropriate in the background (some devices allow the background to be blurred).

2.3 Pupil Premium / Vulnerable Learner Leader – Beck Stubbs

Alongside their other responsibilities the Pupil Premium / Vulnerable Learner Leader is responsible for:

- Maintaining an up-to-date list of vulnerable learners and pupils who are eligible for Pupil Premium.
- Monitoring the work of class teachers and teaching assistants and maintaining regular supportive contact between the school and families.
- Ensuring there are accurate school records with details of support, engagement with families and interventions.
- Co-ordinating resources, including IT resources for pupils. Offline resources may be required in a few cases and therefore the leader is responsible for coordinating methods for feedback for those who cannot access feedback online.
- Telephoning parents of key pupils on a weekly basis to offer support and monitor safety/wellbeing/engagement.
- Making and recording a weekly risk assessment of safety/wellbeing/engagement of each of their key children.

2.4 SENDCO – Rob Hicks

The SENDCO is responsible for:

- supporting teachers by providing specialist resources and advice;
- quality assuring the provision for SEND pupils;
- Telephoning parents of key pupils from the SEND register on a weekly basis to offer support and monitor safety/wellbeing/engagement.
- Making and recording a weekly risk assessment of safety/wellbeing/engagement of each of their key children (including brief notes from telephone calls).

2.5 Emotional Literacy Support Advisor (ELSA) – Sarah Roblin-Smith

The ELSA is responsible for:

- Supporting teachers by providing resources and advice where requested.
- Weekly scheduled video meetings (Teams) with key pupils who need emotional support (pupil should be in a communal space and a family member should be present at the start of the call. Video calls should always be recorded).
- Making and recording a weekly risk assessment of safety/wellbeing/engagement of each of their key children (including brief notes from telephone calls).

2.6 Principal

The principal is responsible for:

- Co-ordinating the remote learning approach across the school.
- Ensuring that all pupils where possible have access to the IT equipment and facilities they need for remote learning and that they look after any loaned equipment, responsibly.
- Monitoring the effectiveness of remote learning – this may include meetings with teachers, reviewing work set, monitoring recordings of lessons and seeking feedback from pupils and parents/carers.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Monitoring wellbeing of the school community (staff, pupils, families) and making changes to provision where necessary.
- Keeping a balance between independent and supported tasks at home.
- Ensuring that children eligible for free school meals are provided with the appropriate meals, vouchers or food parcels.
- Ensuring parents and pupils are informed about the remote learning practices and expectations of the school.
- Ensuring that both parents and pupils understand their roles and the expectations within these, as part of the school's remote learning procedures.
- Reporting to Excalibur Academies Trust and the ERA Local Governing Body on the above.

2.7 Designated safeguarding lead

The DSL (Beck Stubbs) is responsible for:

- Safeguarding considerations as set out in the Child Protection and Safeguarding Policy, including the COVID-19 addendum.

2.8 Pupils and parents/carers

Staff can expect pupils who are learning remotely to:

- Be contactable during the school day;
- Submit learning each day in response to SeeSaw activities set by teachers;
- Seek help if they need it, from teachers or teaching assistants. This should be in SeeSaw comments or messages;
- Alert teachers if they're having difficulty or if they are not able to complete work;

Staff can expect parents/carers with children learning remotely to:

- Support their child(ren) to understand learning tasks before they work independently;
- Provide a safe, conducive environment for learning;
- Not engage in live class sessions or comment about children or staff - this includes social media;
- 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 of school, its staff and pupils.

2.9 Academy Committee

The AC is responsible for monitoring:

- The quality of the school's approach to remote learning, to ensure the school's provision remains as high-quality as possible;
- Children's engagement in the remote learning offer;
- Staff wellbeing and workload;
- The safety and security of learning systems in terms of data protection and safeguarding;
- Children's safety and wellbeing through monitoring of the school's actions as set out in the safeguarding and child protection policy and the COVID-19 addendum.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the Principal and (for safeguarding issues) the DSL (also our principal).

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will use the usual school information processes. Staff should not use external storage devices. Access to personal data of staff or students must be secure and not accessed inappropriately. Parent information should be handled using the normal school processes and procedures.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. This must be in line with the school's usual official functions. Staff are reminded to collect and/or share as little personal data as possible online.

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 devices 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) are recommended. 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.

5. Safeguarding

Safeguarding concerns must be raised with the DSL in accordance to the Safeguarding and Child Protection Policy

6. Monitoring arrangements

This policy will be reviewed regularly by the Principal and the AC

7. Links with other policies and documents

This policy is linked to all our school policies, but in particular, our:

- Safeguarding and Child Protection policy
- Data protection policy and privacy notices
- Concerns and Complaints Procedure
- ICT and internet acceptable use policy
- Online safety policy
- Staff Code of Conduct
- Attendance Policy