



Remote Learning Policy



We Are All Special Here

Contents

1. Aims	Page 3
2. Roles and responsibilities	Page 3
3. Who to contact	Page 6
4. Data Protection	Page 6
5. Safeguarding	Page 7
6. Monitoring arrangements	Page 7
7. Links with other policies	Page 7

Pupils and students attending Meadowfield School will be provided with Remote (online) learning when pupils are not able to attend school due to reasons listed below in order to ensure that they do not fall behind. Remote learning will be provided when;

- A pupil is unable to come to school for an extended period of time due to medical reasons stated in a medical letter.
- A pupil is unable to come to school as they have a medical letter stating that they need to shield
- A pupil is at home following guidelines to self-isolate*
- A bubble is closed due to a confirmed case of Covid-19
- Local lockdown
- National lockdown

* In line with Government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms;

- A continuous dry cough
- A high temperature above 37.8C
- A loss of, or change to their sense of smell or taste
- Have been tested and confirmed to be Covid-19 positive
- Have been in direct contact with someone who tested positive for Covid-19

1. Aims

This remote learning policy aims to:

- Recognise that each family situation is unique
- Recognise it is ideal for pupils to remain engaged with learning yet recognise that families will all face different challenges and cope in different ways
- 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
- Recognise that there is no expectation that pupils will engage or produce work to the standard that would normally be expected in school.
- Provide appropriate guidelines for data protection
- Provide appropriate guidelines for safeguarding

2. Roles and responsibilities

The named Senior leader with overarching responsibility for the quality and delivery of remote education, including that Meadowfield School meets expectations for remote education is Angela Howe, Deputy Principal.

All remote learning is dependent on having functioning technology and the school cannot be held responsible if the school's technology fails. Every endeavour will be made to rectify the problem as soon as possible.

2.1 Teachers

When providing remote learning, teachers must ideally be available Monday-Friday between 9am-4.00PM unless directed otherwise by SMT. Underpinning this approach is an understanding for flexibility as to when teachers can be available and whether they are required to work from school or home. 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 to their line manager and using Activ absence. Teachers who are self-isolating due to contact with a positive Covid-19 case are expected to work from home to ensure remote learning is available.

When providing remote learning, teachers are responsible for:

- Informing SLT immediately if they do not have access (either occasional or ongoing) to the technology required to facilitate remote learning.
- Setting high quality work uploaded to the learning platform Seesaw and our Early years' platform Tapestry.
- Setting a quantity of work based on individual pupil learning needs and engagement ability. The Government guidance is the equivalent of 3 hours learning per day for Key stage 1, 4 hours per day for Key stage 2 and 4 hours per day for key stage 4 & 5.
- Provide weekly teaching activities for pupils in our EYFS, Extended Impacts and Impacts classes that consist of Maths, English, Science and PSHE activities that parents can work on through the week and this may include videos. It is expected that activities uploaded will be repeatable and very closely linked to individual learning plans.
- Provide weekly teaching activities for pupils in our Subject led classes that consist of daily activities which are personalised to individuals or groups of pupils or will include project work which is comprehensive and contains enough for 3 activities per day. These will include Maths, English, Science, PE and PSHE together with other subjects or life skill activities.

- Providing activities that focus on the pupils' short term EHCP targets where possible.
- Offering a weekly whole class group meeting via TEAMS (a story, assembly, show and tell or look and learn or Attention Autism session). Pupils must be supervised by a parent and visible to the teacher.
- Live formal lessons via Seesaw or any other platform will not be offered.
- Providing activities that where possible are hands on, practical, fun with parents having easy access to resources and not paper based, table top activities unless appropriate to the pupil.
- Providing activities that include brief instructions for pupils and parents, modelled in a video if appropriate and contain enough detail for the pupil to be relatively independent (dependent on the level of the pupil)
- Acknowledging all work completed via Seesaw, marking it and providing a next step. They will use this work for assessment purposes where appropriate.
- Teachers will monitor, record and report to SLT which pupils are not appearing to access online work, particularly those that have been provided with laptops and internet access.
- Posting home paper based activity packs to those parents whose child/ren after discussion with the class teacher agrees that the pupil is struggling to engage with Seesaw.
- Upon receipt of returned completed work teachers will acknowledge and provide feedback via telephone or email during the calls home. Work will be marked and used for assessment purposes where appropriate.
- Attending virtual meetings such as Personal centred reviews with parents, school and other professionals to ensure pupils EHCP targets are reviewed and sharing of up to date progress and development.

Responding to parents;

- Weekly contact via telephone calls or email is expected to check on pupils well-being, family well-being and engagement levels with home learning activities together with any feedback for returned learning packs.
- Respond appropriately to parental concerns of either their own well-being or their child's well-being either by offering support themselves or by referring them on to other agencies.
- Acknowledgement and praise for completed and uploaded work should happen regularly.
- Parents should be informed that the Government does not expect parents to perform as teachers nor expect Meadowfield to offer education as normal, but from home.

2.2 Teaching assistants

Teaching assistants must be available during their normal working hours on the days they normally work in school unless directed otherwise by SMT. Underpinning this approach is an understanding for flexibility as to when teaching assistants can be available and whether they are required to work from school or home. 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 to their line manager and using Activ absence. Those who are self-isolating due to contact with a positive Covid-19 case may be expected to work from home under the direction of their line manager. This may include:

- Working in school for specific tasks as required by the Principal
- Covering teacher absence as directed by their Assistant Principal
- Producing resources for home learning packs or for use in the classroom
- Providing feedback to class online work

- Undertake remote or online CPD training

2.3 Curriculum leaders

Alongside their teaching responsibilities, as outlined above, Curriculum leaders may;

- Support teachers to ensure that work set is appropriate as needed
- Support Assistant Principals when monitoring remote learning activities for quality assurance
- Work with other KsENt curriculum leads for consistent monitoring purposes
- Keep abreast of new initiatives for their subject
- Alert teachers to online resources they can use to set work remotely.

2.4 Senior Leadership Team

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across school to ensure consistency
- Monitoring and reviewing the coverage and effectiveness of remote learning activities
- Monitoring and reviewing the consistency of feedback to parents, marked work and next steps
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Liaise with teachers to identify which families do not have access to technology or internet and ensure this is provided
- Liaise with teachers to identify which families require learning packs and why
- Liaise with teachers to identify if pupils are disengaged with Remote learning and find solutions
- Overseeing the ongoing well-being of pupils and families to offer support and report concerns to Social Services
- Overseeing the ongoing well-being and CPD of teachers and teaching assistants.

2.5 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's child protection policy.

2.6 IT staff

IT staff are responsible for:

- Helping staff with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Supporting teachers to assist pupils and parents with accessing the internet or devices

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Try their best to complete, join in with, show interest, actively engage with some of the activities set with or without adult support
- Share a book with an adult at least once per week

- Ask for help if they need it and alert teachers if they are not able to complete the work
- Have fun

Staff can expect parents to:

- Establish routine and structure for each day, including times when learning activities will take place
- Support their child's well-being and positive attitude towards learning
- Support their child as best they can within their own family circumstances, health and work commitments
- Prepare for home learning by reading instructions or watching the teacher model the activities
- Proactively seek help from school if needed
- Respond to emails and telephone calls and share feedback
- Make the school aware if their child is sick or otherwise can't complete work

2.8 Governing board

The governing board is responsible for:

- Supporting staff and pupil well-being
- 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:

- Safeguarding concerns should follow school procedures to contact a DSL
- Concerns with setting remote learning activities, pupils and parents, workload or well-being contact your line manager
- Concerns with data protection or technology contact the IT team

4. Data protection

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

- Only use their official school laptop or other device
- Only use their official school email account
- Only use parent contact details with permission to contact them directly

4.2 Processing personal data

Staff members will need to collect and/or share personal data such as parent email addresses as part of the remote learning system whereby permission has first been obtained and retained by the school office.

However, 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 the device password-protected
- 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 of time
- Not sharing the device among family or friends

5. Safeguarding

Please refer to our Safeguarding Policy.

6. Monitoring arrangements

This policy will be reviewed yearly by Angela Howe, Deputy Principal. At every review, it will be approved by the Governing body.

7. Links with other policies

This policy is linked to our:

- Child protection policy/Safeguarding Policy and coronavirus addendum to this policy
- Meadowfield COVID-19 Risk assessment
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Curriculum policy

 School Policy Approved by Governing Body	
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