The Mendip School

REMOTE LEARNING POLICY

Review Due:	February 2022
Last Review	February 2021
Applicable to:	All Trust Schools
Reviewed By:	SV
Approved By:	Trust Board (Standards) February 2021

1. Statement of Intent:

- The Partnership Trust and all schools within it understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many pupils. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

- Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

- From 22 October 2020 until the end of the 2020/2021 academic year, schools have a legal duty to provide remote education to all pupils who require it. Further information is set out in the schools information for parents at Appendix A to this policy.

2. Aims:

This policy aims to:
- Outline the school's approach to educating pupils who will not be attending school as a result of government or public health guidance
- Set out the expectations of staff who are not attending school as a result of government or public health guidance, but are healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as possible when it becomes necessary

- Ensure that there is consistency in the approach to remote learning across the school with the inclusion of continuous delivery of the school's broad curriculum, as well as support of pupils' well-being.
- Where possible, 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
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Provide appropriate guidelines for data protection and safeguarding.

3. **Legal Framework**

This policy has due regard to all relevant legislation and guidance, this includes but is not limited to the following:
- Education Act 2004;
- The General Data Protection Regulation (GDPR);Data Protection Act 2018
- DfE (2020) 'Keeping children safe in education';
- DfE (2019) 'School attendance';
- DfE (2018) 'Health and safety: responsibilities and duties for schools';
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years';

This policy is linked to following Trust and school policies:
- Safeguarding and Child Protection Policy;
- Data Protection Policy;
- Special Educational Needs and Disabilities (SEND) Policy;
- SEND Information Report;
- Behaviour Policy;
- Accessibility Policy;
- Marking and Feedback Policy;
- Curriculum Policy;
- Assessment Policy;
- E-safety Safety Policy;
- Health and Safety Policy;
- Attendance Policy;
- ICT Acceptable Use Policy;
- Staff Code of Conduct.
- Remote Learning Policy

4. **Approaches to Remote Learning**:

The following principles, informed by the DfE's requirements in respect of remote learning, underpin the school's approach to remote learning:
- Pupils will study a broad range of subjects set out within the school's curriculum
- Planning will be informed by the feedback from previous remote learning
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Activities will be varied and not solely consist of 'screen time', for example science investigations, maths games, life skills and PE.

- Teachers will have access to a wide variety of resources to share remotely.
- Resources will be quality assured by school leaders, who will make sure they are closely linked to current learning and the age/stage of the learners.
- All pupils will have access to the resources they need to learn and learning will be adapted to account for the needs of all pupils though using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device and provision for the collection of work packs for pupils who do not have access to a printer.
- Staff will have the training they need to provide online learning safely
- SEND will not be a barrier to accessing the curriculum at home because the school will work in partnership with families with regular communication and bespoke support for pupils, this may include sensory packs, visual timetables and virtual access to therapies where appropriate.
- Schools will utilise COVID catch-up funding effectively to run small targeted groups throughout the school, based on teacher assessment. These will continue to be operated remotely where it is possible and where it will continue to be impactful.
- Staff workload will be managed by regular communication with line managers and the school's Headteacher.
- The school's senior leaders will measure engagement in remote learning by working with staff to gauge strengths and weaknesses and use this information to review provision and make changes as necessary.

5. **Roles and Responsibilities**

5.1   Headteacher:
        The Headteacher is responsible for the following:

- Reviewing the effectiveness of this policy on an annual basis, or more frequently if further changes are made to Government Policy, and communicating any changes to staff, parents, and pupils;
- Ensuring that the school has the resources necessary to action the procedures in this policy;
- Ensuring that the school has in place adequate safeguarding procedures to keep staff and pupils safe during any period of remote learning;
- Ensuring that all digital devices provide by the school are compliant with GDPR and Data Protection Regulations;
- Ensuring that all programmes used during remote learning are compliant with the GDPR and Data Protection Regulations and safeguarding requirements;
- Ensuring that remote learning provision is accessible to all pupils and that reasonable adjustments are made where required;
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning;
- Ensuring that staff, parents and pupils are aware of the contents of this policy and are provided with the information and training necessary for them to adhere to the contents;
- Ensuring regular reviews of remote learning arrangements to ensure pupils' education does not suffer.

These responsibilities may be delegated according to the school's individual staffing structure, including as set out below.

5.2   **Teachers**

Teachers will be provided with the necessary training on how to use the school's remote learning platform.   Teacher's responsibilities are as follows:

- To be available to deliver remote learning during their usual teaching hours and working days as set out the in the Trust's Remote Working Policy
- Reporting their absence as set out in the Trust's Remote Working Policy to ensure their classes are taught by other suitable colleagues
- Setting work for the pupils in their classes and other classes in their Year group /Phase when necessary
- Ensuring that the work set follows the usual timetable for the class had they been in school wherever possible or the information set out at Appendix A if different
- Setting work using the school's on line platform
- Providing feedback as set out in the schools marking and feedback policy
- Making weekly contact, via emails, phone calls or through the schools usual communication means to pupils and their parents.
- Contacting parents where there are concerns around the level of a pupil's engagement.
- Ensuring that, where a family is unable or unwilling to engage they contact the SENCO, Designated Safeguarding Lead or Headteacher.
- Checking emails at least once in the morning and once in the afternoon and ensuring that only their school or the school office email are used for communication for work purposes.
- Calls made using personal phones must have 141 inserted before the recipient's number so that their phone number is hidden from view
- Respond to requests for support or information from families at home and update their Phase Leader, SENCO or Headteacher as appropriate.
- Ensure that any complaints or concerns shared by parents or pupils are reported to the Phase Leader or Headteacher.
- Ensure that any safeguarding concerns are referred immediately to the Designated Safeguarding Lead.

5.3 **Teaching Assistants**

Teaching assistants must be available during their usual working hours as set out in the Trust's Remote Working Policy. 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 their class teacher, line manager or member of the Senior Leadership Team. The following tasks/roles are examples and do not constitute an exhaustive list:

- Cover in other areas of the school as directed by the Headteacher, their line Manager or a member of the Senior Leadership Team.
- Assist the class teacher with supporting pupils
- Prepare home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents and link pupils
- Complete work that accords with school improvement priorities

5.4 **Designated Safeguarding Lead** (DSL)

The DSL is responsible for

- Managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.
- Identifying 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning.
- Arranging for regular contact to be made with vulnerable pupils, during to the period of remote learning.
- Ensuring vulnerable pupils parents will be provided with a means of contacting the DSL, or an other relevant member of staff during any period of remote learning.
- Meeting (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely

5.5   **Special Educational Needs Co ordinator (SENCO)**
The SENCO is responsible for:
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and will liaise with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support required by pupils and liaising with class teachers to ensure that provision is in place

5.6   **All Staff members are responsible for:**
- adhering to this policy at all times during periods of remote learning;
- reporting any health and safety concerns or incidents in line with the schools reporting procedures, seeking guidance as appropriate.
- reporting any safeguarding incidents to the Designated Safeguarding Lead (DSL) and asking for guidance as appropriate;
- taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software;
- reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the Headteacher
- reporting any defects on school-owned equipment used for remote learning to the schools IT lead or their line manager;

5.7   **Pupils and parents:**

We are committed to working in close partnership with families. We will provide guidance to parents on how to access the school's remote learning platform and resources will be shared with pupils and parents through the use of ClassDojo, Microsoft TEAMS, School website, hard copies and the most appropriate medium for the individual family.

We ask parents to be responsible for supporting their children with remote learning and to:
- Wherever possible establish a routine based around the school day, ensuring that their child is ready for any registration and/or any live lessons provided
- Make the school aware through the usual absence reporting process if their child is unwell or otherwise cannot complete the work set
- Seek help from the school if they need it, this includes with regard to remote learning, safeguarding or their child's welfare and wellbeing. Schools will provide all parents with contact details for the school as well as additional resources and guidance from time to time and as appropriate.

- Where possible ensure the provision of family-owned equipment to access remote learning resources (for pupils who cannot access digital devices at home, the school will, where possible, apply for technology support).
- Ensure their child uses the equipment and technology used for remote learning as intended and reporting any technical issues to the school as soon as possible. (The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.)
- Continue to follow the Parent Code of Conduct
- Where a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Loan Agreement as well as the School's Acceptable Use Policy

Pupils learning remotely are expected to:
- Follow the school's guidance for pupils and parents for remote learning (Appendix B)
- Complete the work that they have been asked to do to the best of their ability and to the deadline set by the school
- Seek help from their school if they need it and alert their teachers if they have any difficulties in completing their work.
- ensuring they use any equipment and technology for remote learning as intended

5.8 **The Local Governing Body is responsible for:**
- Monitoring the effectiveness of the school's remote learning arrangements to ensure that education remains as high quality as possible.
- Ensuring that the school has in place remote learning systems that are appropriately secure in terms of for both data protection and safeguarding.

6 **Meal provision**
- The school will signpost parents via letter towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
- Where applicable, the school will one of the provide the following provision for pupils who receive FSM:
  - making food hampers available for delivery or collection.
  - supermarket vouchers

7 **Costs and expenses**
- The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
- The school will not reimburse any costs for travel between pupils' homes and the school premises.
- The school will not reimburse any costs for childcare.
- If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Loan Agreement as well as the School's Acceptable Use Policy.

8. **Online Safety**

This section of the policy should be read alongside the school's Online Safety Policy and the schools guidance on remote learning.

- Where possible all interactions will be textual and public.
- All staff and pupils using video communication must adhere to the school's guidance on the use of video communication in remote learning a copy of which can be found at Appendix B to this policy.
- All staff and pupils using audio communication must:
  - use appropriate language – this includes others in their household;
  - maintain the standard of behaviour expected in school;
  - use the necessary equipment and computer programs as intended;
  - not record, store, or distribute audio material without permission;
  - endeavour to ensure they have a stable connection to avoid disruption to lessons;
  - always remain aware that they can be heard.
- The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. Any provision of this nature must be approved by the relevant Assistant Headteacher.
- Pupils not using devices or software as intended will be disciplined in line with the school's Behaviour Policy.
- The school will risk assess any digital devices provided by the school and all programmes and learning platforms used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.
- The school will consult with parents regarding remote learning will take into account any concerns and comments raised.
- The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.
- The school will communicate to parents via letter about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is stable and secure.
- During the period of remote learning, the school will maintain regular contact with parents to:
  - reinforce the importance of children staying safe online;
  - ensure parents are aware of what their children are being asked to do, e.g. site they have been asked to use and staff they will interact with;
  - encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites;
  - direct parents to useful resources to help them keep their children safe online.
- The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school. However, resources to ensure that children, staff and parents are e-safety aware will be provided.

9. **Safeguarding**

This section of the policy should be read alongside the school's Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working and learning.

- Staff should ensure that all safeguarding concerns are reported immediately to the School's Designated safeguarding Lead using their usual reporting procedures.
- All safeguarding policies and procedures continue to apply.
- Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.
- Pupils and their parents will be encouraged to contact the DSL or Headteacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

10. Data Protection

This section of the policy should be read alongside the Trust's Data Protection Policy which must be adhered to at all times:

- Staff members will be responsible for adhering to the Trust's policies and procedures in connection with data protection when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.
- Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching.
- Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.
- Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning and stored in line with the Data Protection Policy and retained in line with the Records Management Policy.
- The school will not permit paper copies of contact details to be taken off the school premises.
- Pupils are not permitted to let their family members or friends use any school-owned equipment.
- Any breach of confidentiality will be dealt with in accordance with the Trust's data protection policies.
- Any intentional breach of confidentiality will be dealt with in accordance with the school's Behaviour Policy or the Disciplinary Policy and Procedure.

11. Marking and feedback

Regular marking and feedback on both pupil engagement and work completed through remote learning, will be provided via class dojo, Microsoft TEAMS or via email with the class teacher. Feedback may be verbal or written and will be based around celebrating successes and offering next steps for learning.

12. School Day and Absence

- Pupils will be expected to be present for periods of remote learning as set out in the school's information for parents at Appendix B

- Remote Learning is planned throughout each school day. It is understood that this will not always be possible for children to undertake the full timetable of learning each day, dependent upon the households circumstances.
- It is expected that ALL children attend registration sessions and live lessons (where these are provided) and complete the work set unless an explained absence or other specific arrangement discussed with their child's class teacher.
- It is understood that pupils with SEND or additional medical conditions may require more regular breaks and this should be arranged with their class teacher.
- Pupils who are unwell are not expected to be present for remote working until they are well enough to do so and parents will inform the school office by 8:50am if their child is unwell.
- The school will monitor absence and lateness in line with the Attendance Policy.

13. Communication

- The school will ensure adequate channels of communication are arranged in the event of an emergency.
- The school will communicate with parents via letter, e-mails and their usual digital platforms about remote learning arrangements.
- The Headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
- As much as possible, all communication with pupils and their parents will take place within school hours.
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.

14. Monitoring and review

- This policy will be reviewed on at least an annual basis by the Trust. Headteachers will be consulted as part of that review process.

Appendix A –

Remote Education Provision: Information for parents
The Mendip School: Quick guide to distance learning for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from distance learning where national or local restrictions mean that some pupils will be working at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

School will:

In the event of pupils isolating or requiring distance learning we will;

- Teach the same curriculum remotely as we do in school wherever possible. We may need to make some adaptations in some subjects to meet the needs of our complex learners.

How communication will occur

- Class Dojo
- Email
- Telephone calls
- Live class meet ups via Microsoft TEAMS
- Live teaching via Microsoft TEAMS

Technology systems to be utilised

- Class Dojo
- Office 365
- Microsoft TEAMS
- Nessy
- Accelerated reader
- TT Rockstars
- Evidence for Learning (EFL)

We recognise that some pupils may not have suitable online access at home. School will support families in providing laptops to borrow. If families prefer hard copies of activities we will provide this.

How your child will be taught during distance learning

- A daily schedule of activities using visual resources familiar to pupils
- For Key Stage One we will provide approximately 3 hours learning a day
- For Key Stage Two we will provide approximately 4 hours learning a day
- For Key Stage Three and Four we will provide approximately 5 hours a day
- Activities will be posted via Class Dojo and Microsoft TEAMS, depending on the needs of the group
- Daily contact with class staff through familiar structures and activities, such as morning routines
- Live teaching using TEAMS
- Pre-recorded teaching input
- Differentiated tasks and activities suited to individual learning needs
- Life skills activities suited to individual learning needs
- Specialist teaching such as art and cooking
- Text books

- Links to online resources
- Therapeutic activities such as THRIVE, Speech and language therapy, Play therapy, Music therapy
- For some pupils live access to THRIVE, Speech and language therapy, Play therapy, Music therapy
- Weekly check-ins from Parent Support Advisers for families identified as vulnerable
- We will continue to work on pupils EHCP targets and track their learning journey

How we will support pupil engagement and progress
- We will make at least weekly contact with families at home
- We will ask families to upload pupil work to Class Dojo, TEAMS or EFL. We will provide feedback on this learning
- We will use work completed at home along with work completed in school to measure progress
- We will ensure activities are familiar to our pupils and fun and exciting where possible
- We will track pupil engagement in distance learning and provide support where appropriate

How families can support their child's learning
- Use a white board or pen and paper to create a timetable for the day following our home learning schedules
- Set times for breaks and exercise
- Be realistic about what your child can achieve at home
- Do what you can, don't be hard on yourself if not everything gets done
- Share some of their work with us, our teachers would love to give some feedback
- Look after your own and your child's wellbeing by enjoying the time spent together
- Keep in touch with us, we are happy to help in any way we can, we will be missing your child!

Distance learning for self-isolating pupils
We will use our distance learning systems for all pupils whether isolating or parental choice to stay at home during a national lockdown.

How we will work with other professionals to support families
- We will continue to work with other agencies and professionals to support your child
- We will facilitate direct sessions with other professionals if they are deemed essential to the pupils needs
- We will support families with access to support outside of the school community

Our learning schedule: Examples

For Key Stage 1

Appendix B –

B1: Guidance for parents and pupils.

- Things to check before you take part in a meeting:

- Make sure you are wearing appropriate clothing i.e. not pyjamas. Play clothes are fine.

- An adult should be near and be able to hear the sound but they don't have to be on screen.

- Find a quiet place in your house where you can chat easily with your group. We know your listening adults may need to look after others so that's okay if you are all in the same room.

- Remember everyone can hear what you say so choose kind words.

- Be patient, everybody's technology and internet connection are different so you may need to wait a little while.

- Please do not pass on the meeting codes or links to anybody else - only Mendip school families should have access to the meeting.

- Meetings should not be recorded without everyone's permission.

B2: Guidance for staff:

If teachers are streaming lessons from home with their webcams on, or recording videos, they will:

- Sit against a neutral background

- Avoid being situated in your bedroom where possible (if that's not possible, use a neutral background)

- Dress as you would for school

- Double check that any other tabs they have open in your browser would be appropriate for a child to see, if you're sharing their screen

- Use professional language

1-to-1 video calls:

There may be circumstances where staff wish to do a 1-to-1 session with a pupil - for example, to provide pastoral care or to provide support for specific learning activities

Consider on a case-by-case basis whether this is appropriate. 1-to-1 sessions should only go ahead if senior leadership give approval.

Please also see:

Pupil acceptable use of IT document

Staff acceptable use of IT document.

B3:

Timings and expectations.

Please be ready to start learning by 9am

- For Key Stage One we will provide approximately 3 hours learning/activities related to EHCP targets a day
- For Key Stage Two we will provide approximately 4 hours learning/activities related to EHCP targets a day
- For Key Stage Three and Four we will provide approximately 5 hours a day of learning/activities related to EHCP targets a day