



REMOTE LEARNING POLICY

Status	Current
Updated	4/1/21
Lead	Mr J Thurley
Prepared by	Mr P Sunley
Policy Status: Approved	Presenting GB 26/1/21
Review Date	

The Equality Act 2010 requires public bodies, in carrying out their functions, to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act*
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it*
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.*

In the development of this policy due regard has been given to achieving these objectives.

Rationale

“Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place” (DfE Guidance for Full Opening August 2020)

This policy is designed to provide continuous provision for the students outlined above.

Aims

This remote learning policy 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

Roles and responsibilities

Remote Learning Lead - Assistant Headteacher (Paul Sunley)

- ✓ Facilitation of online learning and monitoring of the quality of provision
- ✓ Staff CPD in relation to online provision
- ✓ Appropriate liaison with parents
- ✓ Assisting in the resolution of technical difficulties (staff and student based)
- ✓ Preparing for Remote learning: The following steps should be in place with staff:
 - ✓ Staff have access to Google Classroom for classes and year groups.
 - ✓ Pupils within classes have access to the relevant Google Classrooms.
 - ✓ Pupils will receive Google Classroom training sessions.
 - ✓ Staff are familiar with the main functions of Google Classroom.
 - ✓ Staff have the ability to host a Google Meet (video and/or audio) with their classes from home.
- ✓ Parents and pupils are made aware in advance of the arrangements in place for the continuity of education.
- ✓ Ensure that staff and children have access to a suitable device to use at home to access Google Classroom and where this is not possible, paper-based work packs are provided.
- ✓ Helping staff and parents with any technical issues they are experiencing.
- ✓ Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- ✓ Assisting pupils and parents with accessing the internet or devices.

Class Teachers

- ✓ Only use online tools that have been evaluated and agreed by leadership

- ✓ Delivery of daily live lessons via Google Classroom to their own classes (when possible).
- ✓ Ensure remote learning activities are planned in accordance with curriculum policies, taking learner needs and technology access into account.
- ✓ Providing appropriate paper work packs, mapped to the curriculum for their subject.
- ✓ When providing remote learning for a class bubble, teachers must be available during their normal scheduled lesson.
- ✓ Setting of tasks/activities which are checked regularly.
- ✓ Giving regular feedback on work completed in all forms.
- ✓ Use of other available platforms such as Show My Homework, Mathswatch etc. to set appropriate work for students to complete.
- ✓ Recording of all sessions using the record facility on Google Classroom.
- ✓ Ensuring the completion of the spreadsheet on the staff shared area to monitor online attendance, recording the length, time, date and attendance of any online lessons/contact held or made.
- ✓ Where remote learning is taking place 'live' for example using webcams or chat facilities, staff and learners will ensure a safe and professional environment is maintained.
- ✓ It is important that teachers ensure they are the last person to leave the call at the end of the session.
- ✓ Ensure that the dress code is followed and an appropriate area is used to teach, where there will not be interruptions. There must be an appropriate background (blurred), and no other adults should appear in the live stream.
- ✓ Maintain appropriate contact with parents.
- ✓ If any teacher is 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.
- ✓ Revisit relevant policies such as our acceptable use of technology policy as necessary.

SENCO – Assistant Headteacher – Robert Burnett

- ✓ Work with those families of pupils with SEND who need alternative provision so they continue to receive a broad and ambitious curriculum,
- ✓ Ensuring the requirements of the EHCP are met

Designated Safeguarding Lead - Jenny Kinnaird and the Pastoral Team

- ✓ Ensuring vulnerable students are accessing provision during periods of remote learning.
- ✓ Ensuring contact is made with all students that are not on school site for reasons pertaining to COVID-19, prioritising vulnerable students and those that have not accessed remote education.

Attendance Officer – Sarah Dobson

- ✓ To ensure that the attendance register is kept up to date for students accessing remote learning.

Cover Manager – Sarah Worrell

- ✓ To ensure that any staff absence which directly affects remote learning provision is immediately passed on to the Remote Learning Lead.

Deputy Headteacher – Rebecca Thurley

- ✓ Distribution of available ICT equipment to students for remote learning.

Pupils and parents

Staff can expect pupils learning remotely to:

- ✓ Complete work to the deadline set by teachers.
- ✓ Seek help if they need it, from teachers via Google Classroom.
- ✓ Alert teachers if they are not able to complete work.
- ✓ Attend all sessions unless unable to do so.

Staff can expect parents with children learning remotely to:

- ✓ Make the school aware if their child is sick or otherwise cannot 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 child/children are appropriately supervised during remote learning.

Recording in the attendance register

Beacon Academy will continue to complete the attendance register for pupils who are receiving remote education, this will be the responsibility of the attendance officer. Sessions should be recorded as 'not attending in circumstances related to coronavirus' (code X) where a pupil is absent because their travel to, or attendance at, school would be:

- ✓ contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care (DHSC)
- ✓ prohibited by any legislation (or statutory directions) relating to the incidence or transmission of coronavirus (COVID-19)

At Beacon Academy, it is the responsibility of the teacher to keep a record of, and monitor pupils' and students' engagement with remote education for each lesson via the spreadsheet set up on the staff shared area. This does not need to be tracked in the attendance register on Arbor.

Remote education expectations

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, Beacon Academy has the capacity to offer immediate remote education (by the next working day). All pupils not physically

unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day.

Beacon Academy will continuously review and improve the quality of their existing curriculum, for example through technology and have a strong offer in place for remote education provision.

Beacon Academy staff should be aware that any DfE and Ofsted engagement around remote provision will allow for the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19) and allow for reasonable adjustments to be made.

Beacon Academy remote learning provision will:

- ✓ 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.
- ✓ Give access to high quality remote education resources.
- ✓ Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- ✓ Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- ✓ Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs and should plan accordingly.

When teaching pupils remotely, Beacon Academy will:

- ✓ Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- ✓ Set work that is of equivalent length to the core teaching pupils would receive in school.
- ✓ Provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- ✓ Have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
- ✓ Gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- ✓ Enable teachers to 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

Special educational needs

For pupils with SEND, it is the responsibility of the class teacher to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The class teacher is best placed to know how the pupil's needs can be most effectively met. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Beacon Academy will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is the responsibility of the Designated Safeguarding Lead and the Pastoral Team to prioritise contact with these students and record this using appropriate school methods.

When a vulnerable child is asked to self-isolate, the following steps should be taken:

- ✓ Social worker should be notified (if they have one).
- ✓ School leaders should agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Online safety at home

All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with the Child Protection Policy.

Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via: Childline: www.childline.org.uk

UK Safer Internet Centre's 'Report Harmful Content':

<https://reportharmfulcontent.com>

National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): www.ceop.police.uk/safety-centre

Parents/carers will continue to be made aware of what their children are being asked to do online, including the sites they will be asked to access.

Parents/carers will continue to be encouraged to ensure children are appropriately supervised online and that appropriate parent controls are implemented.

Beacon Academy will ensure any sharing of information, communication and use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

All communication with learners and parents/carers will take place:

- ✓ Within school hours as much as possible. (or hours agreed with the school to suit the needs of staff)
- ✓ With staff using Beacon Academy provided devices over personal devices wherever possible and where this is not possible, staff will speak with SLT.

- ✓ Using beacon academy provided communication channels; for example, email accounts and phone numbers and agreed systems e.g. Google classroom
- ✓ Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

Staff and learners will engage with remote teaching and learning in line with existing behaviour policy.

Monitoring arrangements

This policy will be reviewed annually by the Remote Learning Lead.