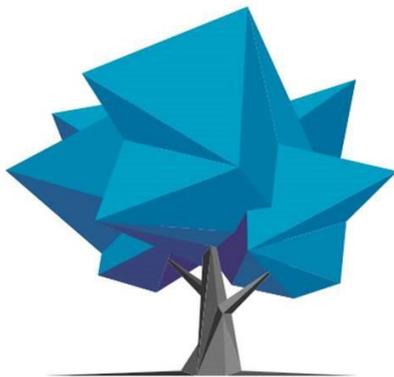# Remote Home Learning Policy for use during COVID-19

Article 28: *You have the right to a good quality education.*

Article 23: *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

Reviewer: Catherine Assink (Head of School)

Reviewed: January 2021

Approved by Local Advisory Board (LAB): January 2021

Due for review: January 2022

Aims

This is an adaptable remote learning policy for staff which aims to clarify expectations and safeguards for staff currently working remotely. Grange Academy does not expect its staff to be leading new learning at this time via online platforms, especially not from their homes. This does not mean online platforms cannot be used to share work with pupils at home as long as all staff are following the latest safeguarding guidance as per our Remote Learning Safeguarding Policy.

In line with advice and guidance from the DFE, a range of 'blended' work will be planned that can be completed both online and offline and takes into account the class teachers knowledge of the pupils' ability as well as taking into account our knowledge that not every child will have access to technology at this time. We also, recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake.

At Grange Academy work for pupils during this exceptional time will be set throughout the term and will reflect on current needs of pupils and their families. A variety of work will be placed on the school website and update regularly. Work for pupils in receipt of Pupil Premium will be printed and delivered when necessary, whilst ensuring safe social distancing guidelines, to pupils' homes, if required.

The key aims are to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection and online safety

To ensure consistency, Maths and English will continue to be set on recovery curriculum topics that are appropriate to the class group. These will be based on key objectives that have been identified to be taught over the course of the term. Work that is sent home to pupils may or may not be the same as work set in school. It depends on the pupils and family's ability to supervise, manage and cope with the work and is judged on their family circumstance and engagement. HODs and staff teams will deliver work based on pupils' needs, cognitive ability, accessibility to learning and parental engagement.

To cover foundation subjects, pupils will engage in topic specific work that will align to events such as Chinese new year, national story telling week etc. A summary sheet for the week will be sent to parents to give them ideas, for each subject that link with the whole school topic. In school this summary sheet will set the scene for work completed which can be expanded and made as detailed as is appropriate for the age of the pupils. If using a whole school project, it is hoped that all pupils, in all years will feel as though they are learning together and coming together as a whole school community. There will also be a focus on pupils' mental health and well-being within what is taught in school and what goes home for home learning.

Roles and responsibilities

Teachers

Teachers are responsible for:

Setting work:

- Setting work for their own class as well by providing a tailored home learning package for all pupils that is bespoke to the needs of the class
- Ensuring that there is a range of work set to include reading, writing, maths as well as a range of foundation subjects that pupils can chose from to extend their learning
- Ensuring that work is emailed/sent to parents on a Friday, as well as being published on the school website or shared via email or Evidence Me.
- Co-ordinating with other staff members to ensure that work going out is consistent and that no child is disadvantaged
- HODS will create home learning overviews for each class to send out to parents
- Work will be bespoke and take into account pupils' starting points and will include a range of learning opportunities matched to pupils' abilities, access to on lie platforms etc.

Keeping in touch with pupils and parents

- At the start of each new week, teachers will introduce the home learning of the week. These may include a video clip, an encouraging message or some explanation of the work to be completed
- Teachers will contact pupils weekly and in some cases more regularly dependent on the needs of the child/family.
- Call logs will be kept for all pupil contact and where applicable will inform risk assessments
- Staff should not respond to emails from parents and pupils outside of working hours. General queries about home learning should be forwarded to HODs, and any complaints should be forwarded to the Head of School
- All complaints and concerns raised by parents to teachers during these phone calls must be relayed to the Head of School or another member of the Senior Leadership Team
- Teachers should follow standard safeguarding protocol with all safeguarding concerns, reporting them to the DSL or DDSL and logging the information on My Concern
- Staff are encouraged, where parents express concerns regarding struggling with completing work, to explain that work does not need to be a priority
- Teachers will use a variety of online platforms to communicate with parents/carers and to teach pupils.

Attending virtual meetings with staff and external agencies, parents, and pupils:

- Dress code – All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times
- When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location, and that conversations are in a suitably private area where they cannot be overheard

Learning Support Assistants (LSAs)

LSAs are responsible for:

Supporting teachers and pupils with learning remotely:

- LSAs must liaise with their class teacher to see how the work has been adapted for pupils with specific needs
- If able to, LSAs can help create resources and other learning materials as directed by class teachers
- Dress code - All staff attending meetings virtually should dress appropriately and comfortably. It is not expected for staff to dress formally as for school, but consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times
- When attending professional meetings staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location, and that conversations are in a suitably private area where they cannot be overheard.

If LSAs will also be working in school part-time, such as on a rota system, they are to use this time to support class teachers including making resources, contacting pupils/parents as directed.

Subject leaders, Heads of Department including the SENDCO

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Support teachers setting appropriate work for the correct age and topic for the pupils
- Support teachers in adapting work for those on EHCPs
- Alerting teachers to resources they can use to teach their subject
- Reviewing and amending short, medium and long term plans
- Any additional work, relating to their subject and the school vision as directed by the Head of School
- Ensuring that EHCP targets are catered for where applicable

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school. All queries regarding home learning, including sending home learning packs for checking should be addressed to respective HODS
- Ensuring that all pupils including PP pupils can access learning set and that arrangements are in place to oversee and monitor equality of opportunity. All queries regarding pupils in receipt of Pupil Premium should be addressed to Head of School (catherine.assink@biltt.org)
- Monitoring the effectiveness of remote learning through checking the work that goes out to parents before it goes to ensure high levels of grammar and punctuation as well as appropriateness of work
- Monitoring emails and feedback from parents regarding home learning and responding as appropriate
- Ensuring that the home learning links on the website are updated and reflect current guidance
- Securing IT equipment for pupils (if applicable) as well as ensuring the effective distribution and compliancy of safeguarding/IT procedures and policies

- Following up concerns raised for pupils who have low levels of engagement is addressed by HODs

Designated safeguarding lead

The DSL/DDSL is responsible for:

- Ensuring that all within the school follow the safeguarding policy including the latest amendments and communicate any changes to this guidance
- Ensuring that all staff have read the updated policy and aware of the implications of home learning
- Liaising with social workers during times of remote learning

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Pupils and parents

Staff can expect pupils to:

- Seek help if they need it, from teachers or LSAs through contacting the school via grange@biltt.prg

Staff can expect parents to:

- Make the school aware if their child is sick, particularly if the child was due to come into school
- Make the school aware if there are any changes to the welfare or circumstances of the child or family that the school need to be aware of
- Be respectful when making any complaints or concerns known to staff
- Seek help from the school if they need it with regard to work or any other support.

There is a wealth of information on the school website including information about e-safety and mental-health.

Other resources for early help include:

- Help from our emotional/behaviour support worker if you need it with regard to family support
- Door stop visits
- Advice with family circumstances
- Referrals to other agencies, such as Bedford Early Help or Housing Support

School will ensure that parents are kept updated with the DFE guidance and advice for supporting pupils at home through https://www.gov.uk/guidance/help-pupils-with-send-continue-their-education-during-coronavirus-covid-19 for SEND pupils

Local Advisory Board (LAB)

The LAB 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 systems are appropriately secure, for both data protection and safeguarding reasons

Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- Issues in setting work – Staff should address concerns to the relevant subject leader or the HODs
- Issues with behaviour – Staff should address concerns to HODs or the Head of School
- Issues with their own workload or wellbeing – Staff should address their concerns to the Head of School/HODs
- Concerns about data protection – Staff should address their concerns to the Head of School/GDPR Leads/IT Technician
- Concerns about safeguarding – Staff should address their concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead
- Concerns about e-safety – Staff should address their concerns to the DSL/DDSL/IT technician

Data protection

Accessing personal data

When accessing personal data, all staff members will:

- Ensure that they access data from known sources either Grange Steps, Target Tracker or My Concern. Where staff need access to personal data they must comply with data protraction policies and ensure that the data is being accessed in a safe environment and is not being left around to be viewed by people who are not allowed to look at this sensitive data
- Where possible staff should only access personal data on their school laptop or iPad. Where this is not possible, staff must be extra vigilant about logging out of personal data systems so that these are not accidently accessed by other parties

Sharing personal data

Staff members may need to collect and/or share personal data (such as names, dates of birth and email addresses) as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

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 15 characters, with a combination of upper and lower-case letters, numbers, and special characters (e.g. asterisk or currency symbol)
- 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
- 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

Safeguarding

All staff should be following the current safeguarding policy and amendments. DSL/s will communicate all updates to the school community. It remains the responsibility of every staff member during this time to take responsibility to stay updated with the latest advice and guidance for safeguarding. Safeguarding policy and the COVID-19 appendix are to be found in the staff room and in the safeguarding folder. The COVID-19 appendix can also be found on the school website.

Monitoring arrangements

This policy will be reviewed regularly throughout this period and in the event of further national/local lockdowns. At every review, it will be approved by Head teacher and LAB.

Learning materials
The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

- Purple Mash
- Evidence Me
- Prodigy Maths
- Timetable Rockstars
- Class Dojo
- Work booklets
- Email
- Past and mock exam papers
- Educational websites
- Reading tasks
- Quizzes
- Pre-recorded video or audio lessons

- The school will in some cases use online live video technology such as Zoom or Microsoft Teams. Parents/carers will need to sign consent form (Appendices 1 and 2)
- Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources.
- Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
- Teachers will strive to ensure that any websites and applications used for online learning have a range of accessibility features, e.g. text and audio, to support pupils with SEND.

- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils' needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
- When possible, work packs will be made available for pupils who do not have access to a printer – when possible these packs can be collected from school, delivered to homes or sent home via post or email. This may not be possible during periods of national/regional lockdown.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
- Pupils will be required to use their own or family-owned equipment to access remote learning resources unless they have been identified as needing equipment which will be organised.
- For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through the school/ DfE and/or LA.
- Teaching staff will oversee academic progression for the duration of the remote learning period and will, whenever possible and practical, mark and provide feedback on work submitted.
- The ICT technician is not responsible for providing technical support for equipment that is not owned by the school.

Marking and feedback

Where possible and practical, schoolwork completed through remote learning must be:

- Submitted to the relevant member of teaching staff
- Completed to the best of the pupil's ability
- The pupil's own work
- Marked in line with the Marking and Assessment Policy
- Returned to the pupil, once marked

However, returning work to school in person may be problematic and posting work would be expensive for parents. The school also accepts that submitting completed work via online platforms can be problematic. Pupils will not be penalised for not submitting completed work.

- The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
- Pupils are accountable for the completion of their own schoolwork
- Parents are able to view work set and whether it has been completed via Evidence Me.
- Teaching staff will monitor the academic progress of pupils and may contact parents if their child is not completing their schoolwork or their standard of work has noticeably decreased. However, staff must be mindful of the inherent difficulties associated with remote learning, especially for pupils with SEND, and the disparity in support and resources available at home. School has a duty to balance the academic progress of pupils with their emotional health and wellbeing and no pupil will be reprimanded or singled out for not engaging in, or completing, remote learning tasks.

Food provision

The school will signpost parents (via the school website and phone calls to at risk pupils) towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, and in line with LA and/or DfE guidance, the school may provide the following provision for pupils who receive FSM:

- Keeping the school canteen open during lunchtimes
- Providing vouchers to families

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.

Links with other policies

This policy is linked to our:

- Safeguarding Policy and coronavirus addendum to this policy
- KCSIE 2020
- Behaviour Policy
- PPE Policy
- Data protection policy and privacy notices
- IT Acceptable use policy
- Remote Learning Safeguarding Policy
- Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Accessibility Plan
- Marking and Assessment Policy
- E-Safety & Acceptable Use Policy
- Health and Safety Policy
- Attendance Policy

Appendix 1

Zoom/Microsoft Teams Session Consent

Grange remote learning sessions delivered to pupils' homes

As part of our remote learning opportunities for our pupils working at home, we will be delivering Zoom/Teams sessions involving the pupils in school. These sessions will be learning and social opportunities for pupils. All pupils in the class may be seen on the sessions by those at home. Below are the rules that are set out for those pupils at home.

Rules for parents and others in the household
• Consent form and agreement to follow rules must be signed by parent - see below.
• No videoing or any recording of the session.
• Only pupils invited can access the session, with support of parent/carer if needed – no other children or adults.
• Provide an appropriate quiet place for the session to take place.

Rules for pupils
• Follow the instructions and rules of the teacher during the session. These will include permission to speak to peers and the teachers during the session. Your teacher will explain how it will work at the beginning of your session, with reminders.
• Pupils who do not follow teacher instructions will leave the session, as their connection will be ended by the teacher.
• Respectful language and appropriate behaviour at all times.

Please read the following statements carefully. Signing this form confirms your agreement with these statements.

> **• I give consent for my child to take part in remote sessions provided by Grange Academy.**
> **• I confirm that I am happy for my child to take part in these sessions with their peers at home.**
> **• I understand that if the rules for parents or pupils are broken by those at home, the sessions for my child could be ended immediately.**

Parent/carer - please sign and return

Class: _____
Name of pupil: _____
Name of parent/carer giving consent:_____
Email address for remote learning invitation will be sent to:
_____

Appendix 2

Zoom/Microsoft Teams Session Consent

Grange Zoom and Microsoft Teams Remote Sessions delivered to pupils' homes

Rules for parents and others in the household
• Consent form and agreement to follow rules must be signed by parent- see below.
• No videoing or any recording of the session.
• Only pupils invited can access the session, with support of parent/carer if needed – no other children or adults
• Provide an appropriate quiet place for the Zoom to take place.

Rules for pupils
• Follow the instructions and rules of the teacher during the Zoom Session. These will include permission to speak to peers and the teachers during the Session. Your teacher will explain how it will work at the beginning of your Session, with reminders.
• Pupils who do not follow teacher instructions will leave the Zoom Session, as their connection will be ended by the teacher.
• Respectful language and appropriate behaviour at all times.

Please read the following statements carefully. Signing this form confirms your agreement with these statements.
> **• I give consent for my child to take part in remote sessions provided by Grange Academy.**
> **• I confirm that I am happy to use Zoom as the online platform.**
> **• I understand that the session will be delivered from a suitable location**
> **• I confirm that I will organise a suitable location at home for my child to access the sessions.**
> **• I agree to follow the rules for parents and I will support my child to follow the rules for pupils during the remote sessions.**
> **• I understand that if the rules for parents or pupils are broken, the sessions for my child could be ended immediately.**

Parent/carer - please sign and return

Class: _____

Name of pupil: _____

Name of parent/carer giving consent:_____

Email address zoom invitation will be sent to:
_____