The Federation of
Oxford Road Community School
& Wilson Primary School
the road to inspiring minds

Remote Learning Policy

Approved by:	Full Governing Body	**Date:** January 2021
Next review due by:	January 2022	

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1. Background & Aims

"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 for remote education provision by the end of September." (DfE Guidance for Full Opening August 2020)

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
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

The Federation will provide remote learning (online) for pupils that are not able to attend school so that no-one need fall too far behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents. The Federation are fully aware that these are exceptional times and would like to make it clear that the completion of work is not compulsory and that this document seeks to inform and guide families and not impose expectations. Each family is unique and because of this, should approach home learning in way which suits their individual needs.

2. Roles and responsibilities

Members of staff responsible	Claire Hurst, Executive Head Becci Morley, Deputy Head Oxford Road Helen Daniel, Deputy Head Wilson
Governor responsible for this policy	Dani Hall and Steph Clark (Chairs of Governors)
Date of policy approval	January 2021

Governing board

The governing board 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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons

Senior leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- If the class teacher is unwell and unable to lead remote learning, then the Senior Leadership team will take direct responsibility for this. If this is the case, home learning provision and systems may need to be adapted so that school leaders can continue to manage their leadership roles while carrying out remote learning for the class.

Designated safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Child Protection and Safeguarding Policy.

Teachers

Teachers within the Federation will continue to support children that are unable to attend. (This may require learning in addition to their in-school learning roles with Key Worker and eligible pupils if the government limit school access to all pupils) When providing remote learning, teachers must be available between 9am-3pm on their working days. 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.

To support with the organization and management of home learning, we have made some suggestions around what that may look like for each year group. These are examples of what it could look like, as we are mindful that each family's situation is different.

Foundation Stage	A selection of activities based on the EYFS curriculum areas to be completed over the week.
Key Stage 1	Literacy Maths Phonics Topic To be completed daily
Key Stage 2	Literacy Maths Topic Daily reading To be completed daily
Parents should send completed learning to their child's class teacher via class dojo, a staff member will be available between 9am and 3pm to comment and provide support where needed.	

- When providing remote learning, teachers are responsible for:
  - Ensuring that the learning planned and the corresponding resources will replicate, where possible, what the day would be like if a child were still in school. Teachers will use the year groups Medium Term Plans and the National Curriculum to ensure the learning is carefully sequenced and builds on the children's previous knowledge.

- Providing planned lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners.
- Using resources provide by the Oak National Academy, White Rose Maths and BBC Bitesize, as well as other resources identified by school curriculum leaders.
- Plan learning that avoids the use of worksheets. All resources will be created either as a stimulus a prompt or for children to be able to copy into their home learning books.
- Replying promptly (within reason) to requests for support from families at home. This will be done via email, class dojo or through a phone call home for guidance for families.

➢ Providing feedback on work

- Pupils can send work to their class teachers via class dojo or via email. All work submitted will be acknowledged by a staff member for that class. Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.

➢ Keeping in touch with pupils who aren't in school and their parents

- In the case of a national or local lockdown, Teachers will call pupils/parents at least every 2 weeks. Any concerns should be recorded and Headteacher alerted. In the event of a self/class bubble isolation, communication will be via email. If there has been no communication from either a parent or child via by day 3 of lockdown/self-isolation period starting, teacher or SLT member will call parents/pupils on day 4.
- Vulnerable pupils will be called weekly - CP/EHCP/identified pupils, this will be done by SENCO/DSL's.
- Emails received from parents and pupils are to be checked between 9am and 3pm, Monday-Friday. Teachers should respond to pupil/parent emails within 48 hours.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am-3pm. 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.

When assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely
- Provide specific support for individual pupils if requested by Senior Leaders
- Will liaise with class teachers to support planning and resourcing differentiated learning

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – 9am-3pm although they may not always be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- 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 when making any complaints or concerns known to staff

3. Who to contact

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

- Issues in setting work – speak to Key Stage Team Leader or SENCO
- Issues with behaviour – speak to the Senior Leadership Team
- Issues with IT – speak to Turn it On

- Issues with their own workload or wellbeing – speak to the Executive Head Teacher
- Concerns about data protection – speak to the data protection officer
- Concerns about safeguarding – speak to the DSL's

4. Data protection

Accessing personal data

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

- Teachers are able to access parent contact details via school office using a secure password. Do not share any details with third parties.
- School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils

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 8 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 for a period of time 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

5. Safeguarding

Please refer to Child Protection and Safeguarding Policy.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by the Executive Headteacher.
At every review, it will be approved by the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Federation Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement (Wilson)
- Federation On-line Safety Policy