

Remote Learning Policy

Approved by:

TLA Committee

Date: April 2024

Next review due by:

April 2025

1. Aims

This remote learning policy aims to:

- Ensure consistency and efficacy 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

2. Introduction

The school supports students with a range of learning needs and, as such, is aware that a 'one style fits all' approach to remote learning is not appropriate. While this policy aims to outline a general approach to remote learning, we understand that all of our students have very individual needs and so the content, quantity and delivery method may differ from student to student. We are also aware that many of our students require significant support from home in order to access and complete remote learning and that each family's capacity to support this is different. In the event that a student is not in school, we will work closely with families to reach a mutual agreement about the right approach for their child.

3. Roles and responsibilities

3.1 Teachers

In the event of a whole school closure:

When providing remote learning, teachers must be available between 8.15- 3.45pm on days they are contracted to work.

If they're 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 providing remote learning, teachers are responsible for:

- Setting work for the subject they teach to students across the school or for students in their key group.
 - Staff should liaise with individual families understand the type and quantity of work is suitable for each student

- o A weekly plan should be provided to families with the overview of learning and then individual worksheets/activities provided at least a day before the work is to be completed
 - o The work will be emailed directly to each family or set via the school online learning platform
 - o Staff in the class team should meet at least twice weekly via Google Meets to discuss setting work and feedback.
 - o If work is sent back to the class team feedback should be given on the work (the agreed manner) if required within 24 hours.
- Keeping in touch with pupils who aren't in school and their parents.
 - o If a student is not in school for a period of a week or more, the class teacher or therapist should call home or email to check if the student is ok and if any work needs to be set.
 - o Staff are not expected to respond to any emails from parents after work hours unless previously agreed.
 - o Staff should not give out their personal phone number, they should be contacted by school email or by phone through the school office.
 - If a student requires a video call and it is agreed by the class team this can be arranged but two members of staff must be on the call and have the permission and attendance of at least one parent or carer.
 - In the instance where a group of students or the whole school are at home,
 - Teachers/Therapists will provide a suggested weekly timetable/plan to parents. This will be subject to change due to the ever-changing nature of the situation, staffing and attendance. However, this will be communicated with as much notice as possible through both Ping and the Google Classroom.
 - Teachers/Therapists will set corresponding work on Google Classroom by the end of each day before it is due to be completed
 - Daily literacy and numeracy activities will be provided as a minimum however due to the varied nature and complexity of our students learning needs each class will follow an individualized approach and this will be shared with parents accordingly
 - Teachers, therapists or LSAs will undertake at least 3 weekly calls with students (in small groups or whole class to be determined by individual class teams) of no more than 25 mins each.

In the event that a student with a designated 1-2-1 need is off for a week or more.

- 1-2-1s would be expected to provide x2 25 mins sessions a day to assist students in accessing any work set by the class teacher as well as joining for 2x 25 min class sessions to support and adapt access for their 1-2-1s during these sessions

- If the 1-2-1 were to be unwell and so unable to support the school will inform the parents and the student would access the same level of work as the rest of the class (as would be the case in school).
- We will endeavour to ensure the 1-2-1 is consistent however due to staffing issues we may need to temporarily replace the usual 1-2-1 with another member of staff who is familiar with the student's learning needs and style.

- Following all rules and regulations as set out in this policy

3.2 Teaching assistants

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

If they're 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 the Key Teacher as directed including attending team calls, students calls and preparing and sharing resources
- Report to line manager or SLT if they have any issues or complaints about what they are being asked to do.
- Following all rules and regulations as set out in this policy

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – Meeting with teachers and therapists from each class at least once weekly and check online learning platform to see what work is being set and completed
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

The DSL is responsible for:

- Ensuring staff and parents understand the safeguarding issues related to remote learning and measures they can take to protect students
- Ensuring all staff closely follow guidelines outlined in the Safeguarding and Child Protection policy and safeguarding aspects of the E-Safety policy
- Responding to any safeguarding queries raised relating to remote learning

3.6 School Business Manager

In addition to her responsibilities as part of the SenLT, the School Business Manager will add as a point of communication between the staff and external ICT support organisations to assist in:

- Fixing issues with systems used to set and collect work
- Helping staff and parents 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
- Assisting pupils and parents with accessing the internet or devices

3.7 Parents

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
- Support their child to attend any agreed online meetings
- Support their child to complete any work set in the timeframe agreed
- Ensuring that safety regulations are adhered to when their child is attending virtual meetings or using online platforms

3.8 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. This will be done through regular meetings with the TLA committee and feedback from parents.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons. The school will report any concerns directly to the Governing Boards as they arrive.
- Working with Senior Leaders to ensure the mental health and wellbeing of staff is not detrimentally affected by remote learning challenges. The school will regularly gather feedback from staff and present this and any individual concerns of significance to the PDBW committee.

4. Resources and Platforms (Details and Regulations)

Online Meetings

The school's chosen platform for virtual meetings is Google Meets. Training will be provided to ensure good practice guidelines are followed i.e. how invitations are sent out, how to remove an unwelcome guest and ensure meeting is secure etc.

Where virtual meetings take place the following guidelines must be followed:

- At least 2 members of staff present (except in the case of students with a 1-2-1)
- 1 adult family member present with the students
- Backgrounds should be free of any personal or identifying items e.g. photos or door numbers

Learning Platforms

The school uses G-Suites including Google Classroom for all remote learning and is responsible for ensuring families receive instruction on their use.

5. Who to contact

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

- Although parents are very welcome to share feedback and suggestions for home-learning with staff teams, any complaints or serious concerns should be raised directly with the senior leadership team:
- ICT issues should be reported to Miss Morgan on l.morgan@parayhouse.com
- Staff experiencing issues with workload or wellbeing should speak to the Headteacher
- Concerns about data protection should be directed to the Headteacher
- Concerns about safeguarding should be directed to the DSL Verity Carnevale on v.carnevale@parayhouse.com

6. Data protection

6.1 Accessing personal data

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in your IT network
- Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

6.3 Keeping devices secure

With the support of Senior Leaders, 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

7. Monitoring arrangements

This policy will be reviewed yearly by the SeNLT or more often if current events require. At every review, it will be approved by the TLA committee.

8. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- E- safety policy

Appendices (Example Plans)

<u>Lesson</u>	<u>Activity ideas</u>
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<p>Maths</p>	<ul style="list-style-type: none"> Counting forwards and backwards to 30 verbally Counting forwards and backwards to 30 on a number line Ordering numbers to 30 Writing numbers 1-30 Typing numbers 0-30
<p>English reading</p>	<div data-bbox="766 425 954 672" data-label="Image"> </div> <p>Use Oxford Owl log in sent on Ping to access this book: https://www.oxfordowl.co.uk/api/interactives/33868.html</p> <ul style="list-style-type: none"> Practice the phonic sounds on each page and practice the red words Support your child to sound out the words whilst reading the story Ask questions about the story
<p>English writing</p>	<ul style="list-style-type: none"> Continue to support your child to type their name and practice writing their name using the sheets attached
<p>Phonics</p>	<ul style="list-style-type: none"> Using Ruth Miskin on YouTube listen to the Speed sounds 1 and 2, to support alphabet recognition for each sound say the letter name as well, i.e the name is 'a' and the sound is (make sound of letter) https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ using phonic cards make simple words for your child to sound out, (c-a-t = cat)
<p>Topic</p>	<ul style="list-style-type: none"> Each day ask your child 'what is the weather?' practice the Makaton signs for different weathers. <div data-bbox="300 1388 1308 1870" data-label="Image"> </div> <ul style="list-style-type: none"> Make a weather diary to share with their friends on the weekly Google Meets call

Lifeskills	<ul style="list-style-type: none"> • Support your child to practice tying laces, doing up / undoing buttons and zips. • Talk about good foods (healthy) and bad foods (unhealthy). Use foods you have at home to sort them into the 2 groups. • Get your child to help make a healthy breakfast, lunch and dinner and snacks each day.
PE	<p>Parents can sign up to GoNoodle for free, it has lots of videos Ash class like to dance to and exercise to you, and they also have learning activities for different lessons. Can also find many of them on YouTube.</p> <ul style="list-style-type: none"> • Using YouTube – Go Noodle get your child to have a work out using NTV videos https://app.gonoodle.com/ • Have a look at 5 a Day on YouTube for alternative videos https://www.youtube.com/user/5adayTV <p>Yoga:</p> <ul style="list-style-type: none"> • Try out Yoga to help your child to have some calming time during the day https://www.youtube.com/user/CosmicKidsYoga
Music	<ul style="list-style-type: none"> • Using GoNoodle, your children can complete dance videos with their family
Art	<ul style="list-style-type: none"> • To support the topic of weather and seasons, go on a leaf hunt for different coloured leaves in the park or in your garden. Make a collage of these leaves and send a picture to Miss Buret. <div data-bbox="769 1263 1034 1451" data-label="Image"> </div> <ul style="list-style-type: none"> • Another way to use the leaves is to make leaf prints using paint, push the leaf into the paint then dab them onto paper. <div data-bbox="791 1538 1086 1731" data-label="Image"> </div>

Lesson	Suggested Activities
	<ul style="list-style-type: none"> • Lessons in pink will be changed each week and specific work set. • Lessons in yellow - explore some of the links provided and choose a project to work through, please share what you have been up to.

Maths	<p><i>Multiplication and Division:</i></p> <p>https://classroom.thenational.academy/units/multiplication-and-money-26b5</p> <ul style="list-style-type: none"> • Work through lessons 1-5 from the above link • I have also set some work on Busy Things, please join Oak Class using the code – 'hen50'
English	<ul style="list-style-type: none"> • https://www.liveworksheets.com/2-va162366ip • High Frequency Words: workbook, let me know when this is finished and I will send the next 100 keep practising using these words, reading them in sentence context • Spellings – Please find updated spelling book attached
Science	<p><i>Light and Shadow:</i></p> <ul style="list-style-type: none"> • Go through the powerpoint attached • Can you find some objects around the house that are examples of Opaque, Transparent or Translucent? • Match the shadow to the object worksheet
PSHE	<p><i>Speak out Stay Safe – NSPCC:</i></p> <ul style="list-style-type: none"> • Powerpoint slides on google drive • Follow up work
Humanities	<p><i>Special Foods in Religions across the world:</i></p> <ul style="list-style-type: none"> • Powerpoint slides on google drive • Follow up work
Literature	<p>www.audible.co.uk (sign up for access to free children's audiobooks)</p> <p>https://www.worldofdavidwalliams.com (listen to David Walliam's read every day at 11am)</p> <p>https://www.storylineonline.net (videos of famous people reading children's books, also on YouTube)</p>
Life skills	<p>Choose one area to focus each week to support development of lifeskills:</p> <ul style="list-style-type: none"> - help prepare lunch or dinner - fold clothes and put away - clean room - hang clothes out to dry - help wash/dry up - Hoover

Fitness Yoga Relaxation	<ul style="list-style-type: none"> • PE with Joe Wicks (on YouTube) • www.imoves.com (sign up for a free trial and access to a range of PE lessons and tutorials) • https://www.cosmickids.com (episodes free on YouTube and available with Amazon Prime) • https://www.gonoodle.com (exercise videos and active games, also available on YouTube) • https://www.nhs.uk/10-minute-shake-up/shake-ups (Disney themed dance videos)
Newsround	<ul style="list-style-type: none"> • https://www.bbc.co.uk/newsround • https://live.firstnews.co.uk/
Art	<ul style="list-style-type: none"> • https://www.tate.org.uk/kids (art lessons and activities from The Tate) • https://www.bbc.co.uk/cbeebies/makes (craft activities aimed at younger children) • https://www.crayola.com/athome (craft ideas and colouring sheets to print) • https://artsandculture.google.com (virtual tours of art museums)
Computing	<ul style="list-style-type: none"> • https://scratch.mit.edu (computer coding games and activities for kids) • https://www.typingclub.com (free touch-typing lessons)
Music	<ul style="list-style-type: none"> • https://www.bbc.co.uk/teach/ten-pieces (Classical music learning activities)