Altmore & Lathom Schools Federation

Remote Learning Policy

Altmore Infant School

'Inspiring a love of learning in creative, confident and collaborative leaders of tomorrow'

In the event of a school closure, the school is committed to providing continuity of education to its children and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of children and teachers are healthy, and able to work as normal from home. This policy does not normally apply in the event of short-term school closures, (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when children, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming children are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, children are self-isolating at home but are not suffering with relevant symptoms. There is no obligation for the school to provide continuity of education to children who do not attend school for reasons such as taking children on holiday during term time. Similarly, this would apply if parents made the decision, without prior agreement with the school, to remove their child from school 'as a precaution', against official Government guidance, in the event of an outbreak of an infectious disease. Through the implementation of this policy we aim to address the key concerns associated with remote working, such as online safety, access to educational resources, data protection and safeguarding.

This policy aims to:
- Minimise the disruption to children's education and the delivery of the curriculum.
- Ensure provision is in place so that all children have access to high quality learning resources.
- Protect children from the risks associated with using devices connected to the internet.
- Ensure data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all children have the provision they need to complete their work to the best of their ability, ensuring they remain happy, healthy and supported during periods of remote learning.

Remote learning for individual children who are self-isolating
The school will provide a study pack consisting of English, Maths, Foundation, P.E. and PSHE activities linked to the current learning.

Remote learning in the event of extended school closure
The school will provide continuity of education in the following ways:
- Regular direct instruction from teachers, with the ability of children and parents to ask questions online. The online platform the school will use to deliver continuity of education is *Seesaw*.
- Teachers will make use of a range of online websites including 'Oak Academy', 'White Rose' and 'BBC Bitesize'.
- Teachers will deliver content either by audio or visual. There is no expectation of teachers to carry out 'live' sessions. The *Seesaw* platform allows for resources to be shared, teachers to provide explanation and instruction, and for children to ask questions in 'real-time'.
- Children will be provided with instructions on how to complete the work and teachers will be able to respond.
- Children's responses will either be completed in writing/drawing, video, photograph or voice message.
- For those children who do not have access to the online platform, or who cannot access the work, paper copies will be provided.

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We realise that the circumstances that cause our school to close will affect families in a number of different ways. A need to adopt an understanding and willingness to adapt to these difficulties on all sides is essential. In our planning and expectations, we will take into consideration and be aware of the need for flexibility at all times as a result of:

- Parents trying to work from home so access to technology as a family may be limited.
- Parents who have two or more children trying to access technology.
- Teachers who may be trying to manage their home situation and the learning of their own children.
- Technological issues which means that systems may not always function as they should.

Feedback

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to children on pieces of work that they are required to submit. Under normal circumstances, not all pieces of work are formally marked by teachers and this would continue to be the case should our school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking a school work book. Teachers are encouraged to ensure, when they set work, that it is designed in such a way that meaningful feedback may be provided. *Seesaw* is a platform where teachers are able to review children's work and provide encouragement, constructive criticism and suggestions for improvement.

ROLES AND RESPONSIBILITIES

Teachers

Teachers will be available Monday-Friday during usual working hours (8.30 – 3.30). 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. Teachers within that year group will cover the member of staff who is unwell to ensure that activities are uploaded and shared with parents. Teachers will be expected to take regular breaks away from the computer or i-Pad. If teachers have any questions or concerns about remote learning, they should speak to their Year Group Leader or Assistant Headteacher link. Teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between children, teachers and parents. In that policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school.

Teachers are responsible for:

Setting work:

- Teaching and activities will be uploaded through the *Seesaw* App.
- Class teachers will provide approximately three activities per day for their children plus opportunities to listen to stories. Activities should include one English (either Writing or Spelling); one Maths; and one other Foundation subject (including RE and PE).
- EYFS teachers will provide activities to support the Prime Areas of learning (Physical. PSED and Communication & Language) in N1 & N2. Tasks will be set which use the everyday experiences of the family, e.g. counting the shoes by the front door, drawing their view from a window, etc. In YR, work will be set from across the seven areas of learning, providing opportunities for children to practise early reading and writing skills, including phonics practice. Tasks will be set which enable children to practise their developing mathematical skills using items/scenarios in the home. Families will be directed to listen to stories recorded by staff (Story Time) and encouraged to read together each day.
- Where appropriate work will be differentiated to ensure that EAL and SEND children are able to access tasks.
- Instructions for completion of the work should be clear and activities should not always rely on a computer or device.

- Teachers need to be aware of their surroundings when recording lessons at home.
- Paper copies will be provided for those children who do not have access to *Seesaw*.
- Teachers will not assume that a home has access to a printer to print resources.

Responding to parents & children:
- Contact with parents will be via *Seesaw*.
- Teachers should not use a personal device that shares their personal contact details (e.g. phone number or private email address).
- Parents who send a child's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff at the next appropriate time within the working day.
- Regular whole class virtual meetings.
- Class teachers will be invited into school to make regular calls with all of their children in their class.

Attending virtual meetings with colleagues:
- Teachers will be required to take part in virtual meetings with colleagues.

Teaching Assistants:
- Teaching Assistants should be available during their normal working hours on the days they are normally required in school.
- 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.
- Teaching Assistants may be required to work in school for specific tasks as required by a member of SLT.
- Teaching Assistants will be required to undertake remote and/or online CPD training and attend virtual meetings with colleagues.

Subject Leaders
Alongside their teaching responsibilities, as outlined above, Subject Leaders may:
- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Work with teachers setting the curriculum subject to make sure work is appropriate and consistent.
- Monitor the work set by teachers in their subject – explain how they will do this such as through regular meetings with teachers or by reviewing work set.
- Alert teachers to resources they can use to teach their subject.

SEND
The SENDCo is responsible for coordinating provision for pupils with SEND across the school as set out within the school's SEND Policy. During a period of enforced school closure, the SENDCo will continue to:
- Maintain contact with SEND children at home and their families by email or phone and feedback to individual teachers using *Safeguard Software*.
- Ensure completion of necessary SEND paperwork and/or applications.

Senior Leadership Team (SLT)
Alongside any teaching responsibilities, senior leaders are responsible for:
- Coordinating the remote learning approach across the school.
- Monitor the effectiveness of the remote learning activities through contact with teachers and subject leaders and review the work set.
- Identify which families may have no access to the internet and ensure hard copies of learning planned by teachers are made available to collect or deliver.

- Oversee the on-going wellbeing and CPD of Teaching Assistants.
- Respond to pastoral care provided by teachers where there are concerns or a lack of communication with families.
- Monitor the welfare of vulnerable families.
- The Head of School will keep in regular contact with staff.

Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)

In the event of a school closure, children, parents, carers and teachers are reminded that the school's Child Protection and Safeguarding Policy still applies to all interactions between pupils and teachers. In the policy, there are specifically prohibited behaviours and reporting obligations to which teachers must adhere, whether they are at home, in the community or at school. The responsibilities are identified within the school's Child Protection, Safeguarding Policy.

Children and Parents

Teachers will expect children to:
- Try their best to complete at least some of the activities provided on a daily basis.
- Take part in physical activities every day.
- Do some reading (or listen to some reading) every day.
- Log on to their online accounts such as *Bug Club*, *Timetables Rockstars*, etc.
- Seek help if they need it from an adult(s) at home or their teacher through *Seesaw*.

Teachers will expect parents to:

- Support their child as best they are able to, given their own home circumstances, health and work commitments, etc.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.

IT Staff

Are responsible for:
- Fixing issues with systems used to set and collect work.
- 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 DPO.
- Assisting children and parents with accessing the internet or devices.

DATA PROTECTION

Accessing personal data

When accessing personal data for remote learning purposes all staff members will immediately delete from devices that they have used. Personal data will not be held on pieces of paper so that there is limited risk of loss. Personal data will either be transferred via google drive or school email only.

Processing personal data

Staff members may need to collect and/or share personal data, for example, email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not need to give permission for this to happen. However, staff are reminded to collect and/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 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 and friends.
- Installing antivirus and anti-spyware software.
- Keeping operating systems up to date – always install the latest updates.

Governing Board

The Governing Board is responsible for:

- Supporting staff's and children's wellbeing.
- Monitoring the school's approach to provide remote learning to ensure education remains as high quality as possible.
- Directing any approaches by parents made to them directly or indirectly to the school via email to info@altmore.newham.sch.uk.

Food Provision

The school will signpost parents towards additional support to ensure their children continue to receive the food they need, i.e. food banks. Where applicable, the school will provide the vouchers or packed lunches to families who receive Free School Meals provision.

The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience.

This policy has due regard to all relevant legislation, statutory guidance and school policies including:

- Safeguarding
- Behaviour Policy
- Children Protection Policy
- Data Protection Policy
- Online Safe Acceptable User Policy
- Keeping Children Safe in Education