Remote Learning Policy

PURPOSE

This policy outlines how online safety is outlined and addressed at Ark Conway Primary Academy.

Ark Conway pupils returned to full-time education in September 2020 following the COVID-19 closure. We hope that most of our pupils will have an uninterrupted experience. However, there is the possibility that individual children, a year group bubble, or the whole school, will need to self-isolate or there will be a local lockdown, for a period of time. Therefore, the school has put in place a plan for Remote Learning so that all children can continue with their education. This meets the expectations set out in the DfE guidance 'Remote Education Support'.

During a period of remote learning, the day to day teaching and learning which normally takes place in a school environment, will be carefully considered and this will form the content of the activities delivered into the home electronically or indeed by way of a class pack where possible. The health and well-being of our pupils and families will also be a focus with activities and communications designed to address these needs.

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support children and will provide paper packs of learning. It is important parents have made the school aware of any barriers to accessing Remote Learning.

Date of last review:	Oct 2020	Author:	Rebecca Ross-Wood
Date of next review:	Oct 2021	Owner:	Rebecca Ross-Wood
Type of policy:	☐ Network-wide ☒ Tailored by school	Approval:	LGB
School:	Ark Conway Primary Academy	Key Contact Name:	Rebecca Ross-Wood

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☒ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☒ Teaching & Learning ☐ Curriculum & Assessment ☐ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☐ Our People	Behaviour Model

Ark Conway Primary Academy
Remote Learning Policy

Purpose

This remote learning policy is intended to provide clarity to stakeholders on the different ways in which our school will:

- 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 clarity around safeguarding and data protection in a remote learning context

As a school we are committed to providing continuity of education to our pupils and will always aim to provide all of our pupils with equal opportunities to participate in learning from home.

This policy will be reviewed at the end of the academic year when we will consider which elements of the policy will remain in future years.

Definitions

Remote learning refers to the provision of work, teacher support, as well as assessment and feedback from teachers to pupils in the event that normal lessons cannot be delivered 'face to face' as normal.

Ark SPArk is the name of the learning portal for all Ark pupils, which provides work in most subjects across all year groups. This can support pupils to work independently at home.

Types of school closure

The global pandemic continues to impact on schools and has the potential to periodically or for prolonged periods of time prohibit face to face learning. The Department for Education have set out four scenarios that we must be prepared for:

- **Tier 1** – If there is a relatively high risk of coronavirus in our local area, we will be placed into Tier 1. In this phase, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the signs of symptoms.

- **Tier 2** – Our school will remain fully open and all pupils will continue to be offered full-time on-site education to all pupils. As above, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the signs of symptoms.

- **Tier 3** – Our school will remain fully open and all pupils will continue to be offered full-time on-site education to all pupils. As above, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the signs of symptoms.

- **Tier 4** – Our school will remain open to priority groups (critical workers' and vulnerable children) only. This would resemble the 'Community Classrooms' model adopted in the summer term of 2019/20 during the first wave of the coronavirus.

The table below sets out the type of remote learning that we will offer now, if pupils are required to self-isolate.

Tiers 1, 2 and 3	In this scenario, almost all pupils are attending as usual. However, absence will be higher than normal for three key reasons – the approach to remote learning is slightly different in each.		
Type of Absence	**Some pupils refusing to attend** (these would typically be coded as unauthorised)	Groups of pupils absent in 2-week cycles as **bubbles burst and they have to self-isolate**	**Individual pupils have to self-isolate/other legitimate absence** for up to 2 weeks
UNIVERSAL (pupils do not have devices)		Paper copies of home learning packs are sent home, including; Maths Mastery learning tasks; class Reading book and comprehension; Writing tasks; History, Geography and Science workbooks allowing pupils to continue their learning sequence at home. Home learning will be checked on a pupil's return.	
BLENDED (Asynchronous) (pupils with devices have the potential to do more)	All children will be encouraged to attend school. We will work closely with all families if this is the case and relevant work will be made available.	Parents and pupils are directed to the school website where teachers will provide a schedule of daily lessons in continuation of the school curriculum, PowerPoint lessons, along with access to weekly spellings and arithmetic tasks. Teachers record videos to talk pupils through their learning and teach key concepts, as well as reading videos using core texts. Teachers direct pupils to key lessons on Oak National Academy, free e-books and update online platforms for learning, including Times Table Rockstars and Purple Mash with targeted learning tasks. Paper copies of History, Geography and Science workbooks are sent home, allowing pupils to continue their learning sequence at home. Teachers complete a check-in phone call with each pupil once a week; the more vulnerable of our children will be contacted at least twice a week. Parents and pupils use Seesaw to share examples of home learning with the class teacher. Home learning will be checked at least once a week.	Teachers direct pupils to key lessons on Oak National Academy, free e-books and update online platforms for learning, including Times Table Rockstars and Purple Mash with targeted learning tasks. Paper copies of History, Geography and Science workbooks are sent home, allowing pupils to continue their learning sequence at home. Teachers complete a check-in phone call with each pupil once a week; the more vulnerable of our children will be contacted at least twice a week. Parents and pupils use Seesaw to share examples of home learning with the class teacher. Home learning will be checked at least once a week.

The table below sets out the type of remote learning that we will offer in future, if we are required to close our school to some pupils. Further details on these will be provided if these scenarios are triggered by national government.

Tier 4	In this scenario, school will be closed to the majority of pupils, however will remain open to priority groups (critical workers' and vulnerable children) only. This would see a return to the 'Community Classrooms' model adopted in the Summer Term of 2019/20 during the first wave of the coronavirus.	
Primary	**Home Learning**	**Community Classroom**
UNIVERSAL **(pupils do not have devices available)**	Paper copies of home learning packs are sent home, including; Maths Mastery learning tasks; class Reading book and comprehension; Writing tasks; History, Geography and Science workbooks allowing pupils to continue their learning sequence at home. Home learning will be checked on a pupil's return.	Community Classroom follows a similar model to the home learning approach, with pupils following the same schedule of daily lessons as those learning from home. Pupils have access to in school devices to watch teacher videos and access online platforms. Supporting adults support teaching and learning of key concepts, mark pupils' work and provide feedback. Pupils read to an adult daily.
BLENDED **(Asynchronous)** (pupils with devices have the potential to do more)	Parents and pupils are directed to the school website where teachers will provide a schedule of daily lessons in continuation of the school curriculum, PowerPoint lessons, along with access to weekly spellings and arithmetic tasks. Teachers record videos to talk pupils through their learning and teach key concepts, as well as reading videos using core texts. Teachers direct pupils to key lessons on Oak National Academy, free e-books and update online platforms for learning, including Times Table Rockstars and Purple Mash with targeted learning tasks. Paper copies of History, Geography and Science workbooks are sent home, allowing pupils to continue their learning sequence at home. Teachers complete a check-in phone call with each pupil once a week; the more vulnerable of our children will be contacted at least twice a week. Parents and pupils use Seesaw to share examples of home learning with the class teacher. Home learning will be checked at least once a week.	

Roles and responsibilities

This part of the policy sets out the roles and responsibilities of all stakeholders, including pupils and parents, if our school has to move to a period of remote learning.

2.1 Teachers

When providing remote learning, teachers must be available between 8:00am and 5:00pm.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report at the first opportunity to their line manager, using the normal absence procedure.

When providing remote learning, teachers are responsible for:

- Home learning:
    - Setting a weekly schedule of lessons for their class, with 3+ lessons per day for pupils to complete. This should be emailed to their Teaching and Learning lead by the end of day on Thursdays to then be uploaded onto the school website and emailed to parents in advance of the next week.
    - Provide supporting resources for the schedule of lessons to ensure best possible outcomes for all pupils. These should be emailed to their Teaching and Learning lead by the end of day on Thursdays to then be uploaded onto the school website and emailed to parents in advance of the next week.
    - Recording a video to explain the home learning for the week and to teach key concepts. Recording additional videos for lessons content is welcomed.
    - Recording daily reading lessons and ensuring all pupils have access to a copy of the text being used.

- o Daily phonics lessons to be provided to all pupils in Reception and Year 1 and children using the RWI phonics programme in other year groups via video links.
    - o Printing and preparing paper home learning packs where required.
    - o Communicating any questions, concerns or difficulties around home learning to the teaching and learning lead in a timely manner.
- Providing feedback on work:
    - o Responding to pupil work submitted through SeeSaw or via email, within 24 hours.
    - o Forwarding examples of home learning to be celebrated to the Principal to form the content of assemblies.
- Keeping in touch with pupils who aren't in school and their parents:
    - o Responding to pupil / parent requests for support, within 24 hours.
    - o Making at least one phone call weekly to all pupils who are learning at home, as a welfare check and providing support with learning. Calls to be made through MS Teams (without cameras being enabled)
    - o Making at least two phone calls weekly to pupils who are considered vulnerable or have specific learning difficulties. Calls to be made through MS Teams (without cameras being enabled
    - o Communicating any safeguarding, welfare or teaching and learning concerns to the DDSL, and Principal in a timely manner.
- Attending virtual meetings with staff, network colleagues and external agencies:
    - o Ensure attendance at all scheduled meetings at the set time, checking technology in advance.
    - o Dress code – suitable business attire for all virtual meetings.
    - o Locations – professional environment, avoiding background noise and interruption, and ensuring backgrounds are appropriate.
    - o Communicate reasons for any non-attendance to the Principal and line manager prior to meetings.

2.2 Graduate Co-teachers and Learning Support Assistants

When assisting with remote learning, graduate co-teachers and learning support assistants must be available between 8:15am and 4:15pm.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this to their line manager, using the normal absence procedure.

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

- Home learning:
    - o Printing and preparing paper home learning packs where required.
    - o Supporting the teacher in recording videos where possible.
    - o Communicating any questions, concerns or difficulties around home learning to the teaching and learning lead in a timely manner.
- Providing feedback on work:
    - o Responding to pupil work submitted through SeeSaw or via email, within 24 hours.
    - o Forwarding examples of home learning to be celebrated to the Principal to form the content of assemblies.
- Keeping in touch with pupils who aren't in school and their parents:
    - o Responding to pupil / parent requests for support, within 24 hours.
    - o Supporting phone calls home, in line with the teacher requirement for:

- Making at least one phone call weekly to all pupils who are learning at home, as a welfare check and providing support with learning. Calls to be made through MS Teams (without cameras being enabled)

- Making at least two phone calls weekly to pupils who are considered vulnerable or have specific learning difficulties. Calls to be made through MS Teams (without cameras being enabled

    o Communicating any safeguarding, welfare or teaching and learning concerns to the the DDSL, Principal and/or Vice Principal in a timely manner.

- Attending virtual meetings with staff, network colleagues and external agencies:

    o Ensure attendance at all scheduled meetings at the set time, checking technology in advance.

    o Dress code – suitable business attire for virtual meetings with colleagues and across the network.

    o Locations – professional environment, avoiding background noise and interruption, and ensuring backgrounds are appropriate.

    o Communicate reasons for any non-attendance to the Principal and Vice Principal prior to meetings.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.

- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.

- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.

- Monitoring, and providing timely feedback on, the remote work set by teachers in their subject.

- Alerting teachers to resources they can use to teach their subject remotely (including Ark SPArk).

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. The Principal will lead in this area.

- Monitoring the effectiveness of remote learning through regular checks of planned content, regular communication with teachers and co-teachers and LSAs, feedback from pupils and parents and monitoring of engagement through emails, Microsoft Teams and SeeSaw. The Principal will lead in this area.

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. The Principal will lead in this area.

2.5 Designated safeguarding lead

The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

Additionally, DSLs knowledge and skills will be updated regularly through a variety of other methods, e.g. ebulletins and briefings, organising and participating in conferences, local meetings, other identified training, supervision, Ark network training and Ark DSL hub meetings.

The school has appointed additional staff to deputise for the DSL. The Deputy DSLs have attended appropriate training, which enables them to be fully conversant and to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.

- Maintain a confidential electronic recording system for safeguarding and child protection concerns. Impero EdAware online system is Ark's mandatory system for safeguarding recording.

- Liaise with Ark's Head of Safeguarding in reporting serious safeguarding issues relating to children and in matters relating to staff.

- Keep their Principal/Head of School informed of any serious safeguarding issues relating to children and staff.

- Be aware of pupils who have a social worker

- Help promote educational outcomes, academic progress by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

2.7   Pupils and parents

Staff can expect pupils learning remotely to:

- Be available for learning during the school day

- Complete work to the deadline set by teachers

- Seek help if they need it by emailing their class teacher or info@arkconwayprimary.org

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 by emailing their child's class teacher or info@arkconwayprimary.org

- 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 – talk to the relevant subject lead, line manager or SENCO

- Issues with behaviour – talk to line manager or Principal

- Issues with IT – talk to line manager or Principal and log a ticket using XMA's support desk

- Issues with their own workload or wellbeing – talk to line manager

- Concerns about data protection – talk to School Business Manager

- Concerns about safeguarding – talk to the DSL (Shakira Vaz) or Principal

4. Data protection

4.1Accessing personal data

When accessing personal data for remote learning purposes, all staff members will ensure that they are using an Ark Schools device rather than a personal device, if you have been provided with one.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses for parents and pupils as part of our school's approach to setting up and accessing remote learning. 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.

4.3 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the work device among family or friends if they can access the school systems

Ark Schools devices will have updates installed automatically and security policies will be maintained. If you are using your own device you must install anti-virus software and ensure that operating systems are update (by always installing the latest updates).

5. Safeguarding

Please refer to our Safeguarding Policy which can be found on our website:

https://arkconway.org/policies