Alver Valley Schools
Remote Learning Policy

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Aims

This remote learning policy 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

Overarching Principles

EEF rapid evidence assessment on distance learning indicates:

- Teaching quality is more important than method of delivery and, as in class, should include clear explanations, scaffolding and feedback
- Ensure disadvantaged pupils can access the necessary technology
- Pupils should be supported to work independently and, with disadvantaged pupils, this can be facilitated by providing checklists or daily plans
- The approaches to remote learning vary widely and teachers should be supported to consider which approaches are best suited to the content they are teaching and the age and ability of their pupils

https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/

When Remote Learning Begins

Individuals needing to self-isolate

Actions	Who	Success criteria
Day 1 Office to signpost parents to the Alver Valley home learning electronic offer via email with links and verbally when discussing the absence. https://www.alvervalleyschools.co.uk/home-learning/ Remind parents of the curriculum information letters that give an overview of the areas studied each half term so that they can access linked work on resources such as BBC bite size, Oak Academy and White Rose. https://www.alvervalleyschools.co.uk/office/newsletters/ **Day 2** office to enquire if parents are able to access the learning Office checks in daily.	Office	Parents and pupils able to access a number of online learning resources that will allow children to practice basic skills in Maths, reading, writing. Parents are reminded of how they can communicate with the school via our online learning platforms.
Each half term. Year teams to provide a master set of 10 days' worth of work in electronic form/paper form (electronic folder with PDF docs and links to relevant learning units for the half term using resources such as BBC bite size, Oak Academy and White Rose). This may be standalone work covering core basic skills and knowledge appropriate to year group and stage in year. This should be updated half-termly. Master electronic and paper copy held in school office for distribution.	Year teams Office	Individuals' maintain age-appropriate work and engagement during absence. Children blend back into schoolwork on return Teachers able to continue teaching the rest of their class.

Office to email out year group specific resources on **Day 1** and offer a paper based set if this is preferred to be collected by someone not isolating or posted.		
Work submitted via the learning platforms throughout isolation or on return to school so that teachers can assess and feedback.	Teachers	Progress records maintained for all children affected and informs future planning. Targeted feedback ensures children progress.
Purchase and distribute work books to support daily practice.	AHTs	Individuals' maintain age-appropriate work and engagement during absence.

Year group bubbles or groups of children needing to self-isolate. In addition to the above:

Actions	When	Who	Success criteria
Use our online learning platforms to set learning in core and foundation subjects according to the curriculum with clear roles and responsibilities as detailed below.	From day one	Year teams	Home learning offer is aligned with school based work to allow for blended reintroduction to school. This supports continued progression.
For those without necessary technology offer loan laptops or tablets for child's short-term use. Where this is not possible or preferable provide work packs aligned as closely as possible to the curriculum.	From day three	Business manager	Children not disadvantaged by being unable to access online learning.

Roles and responsibilities

Teachers

When providing remote online learning due to a bubble or group of pupils needing to isolate or in the event of a local lockdown, teachers will be available between 8.30am and 3pm to support remote learning.

If 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:

- o Year teams will set the work for their class/year group

- o Work for each day will be set by 8.30am (this could be uploaded at the end of the previous day

- o Work will be uploaded to the school remote learning platforms Tapestry for Early Years and Class Dojo for KS1 and KS2

- o Our school learning pages https://www.alvervalleyschools.co.uk/home-learning/ contain links to these and other applications to support home learning and the school

YouTube channel where further videos can be shared with the whole school community

- o Teachers will add a suggested time table for the day and set daily core learning in English, Reading and Maths which is based on the school curriculum. They will also set science learning and learning based on the foundation subjects from the school curriculum
- o Teachers will work together in year teams to ensure a consistency of approach. This could mean alternating who is setting the timetable and certain aspects of work
- o In the event of some staff teaching in school whilst others are required to self-isolate the teachers working from home will be deployed to provide the online learning offer for their own and other groups of learners in consultation with the class teacher whilst the teachers in school primary focus will be the children in school. Staff will also signpost and share good practice
- o For families that struggle to access online learning the school will communicate with these families and find out what the barriers are and attempt to support families to overcome these. If families prefer offline learning teachers will provide physical learning packs

> Providing feedback on work

- o Teachers will review and give feedback on online completed work via the online learning platforms. This could take the form of typed comments or short video clips to model a skill or process as appropriate
- o Paper based work that is completed and returned to school will be quarantined for a period according to our risk assessment before this is marked and then feedback can be given via phone contact or by returning the work or setting further work
- o Teachers will give direct online support and feedback on work between 9am-11am and 2pm – 3pm. At other times they will be making contact with families, planning, preparing resources and work, marking work, assessing and preparing feedback and further teaching based on the completed work
- o Teachers will not post to Tapestry or Dojo after 6pm or before 8am

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

- o In the event of a local lockdown or bubble closure teachers will be making regular daily contact via our learning platforms. If they do not have any response for 2 days they will attempt other methods of communication such as phone calls and teachers will flag this with the leadership team after 4 days of no response. For families using paper based resources teachers will check in via phone weekly to enquire about wellbeing, work set and completed. If unable to establish contact teachers will attempt again and then inform the leadership team
- o Teachers will respond to emails from parents within normal working hours
- o Any complaints or concerns shared by parents and pupils should be raised with their line manager in the first instance – for any safeguarding concerns teachers will follow the normal school child protection and safeguarding policy and the addendum in place.

> Attending virtual meetings with staff, parents and pupils

- o Teachers should follow the usual school dress code

- Locations should be appropriate for example avoid areas with background noise, ensure that there is nothing inappropriate in the background. Teachers will also be aware of confidentiality at all times
- Where appropriate when some pupils are in school we will record some lessons in school for pupils learning remotely to access remotely which will be shared on our learning platforms

Support Staff

When assisting with remote learning, teaching assistants must be available in their normal working hours here.

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 are not in school with learning remotely:

- This will include pupils in their class and any others as directed by their line manager
- This support will take the form of feedback on the school learning platform writing comments on individual pupils' portfolios and observations. Support staff will not use the direct message function or post on the whole class or school portfolio unless directed to be their line manager.

> Attending virtual meetings with teachers, parents and pupils

- Staff should follow the usual school dress code
- Locations should be appropriate for example avoid areas with background noise, ensure that there is nothing inappropriate in the background. Teachers will also be aware of confidentiality at all times
- Where appropriate when some pupils are in school we will record some lessons in school for pupils learning remotely to access which will be shared on our learning platforms

Subject leads and SEND team

Alongside their teaching responsibilities, subject leads and SEND team 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 the remote work set by teachers in their subject

> Alerting teachers to resources they can use to teach their subject remotely

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 – such as through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Business manager

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 data protection officer

> Assisting pupils and parents with accessing the internet or devices

Pupils and parents

Staff can expect pupils learning remotely to:

> Be contactable during the school day – although they may not always be in front of a device the entire time

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or support staff

> Alert teachers if they are 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 cannot complete work

> Seek help from the school if they need it – if you know of any resources they should point parents towards if they're struggling, include those here

> Be respectful when making any complaints or concerns known to staff

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

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 or SENCO

> Issues with behaviour – talk to the pastoral lead

> Issues with IT – talk to Business Manager or IT support

- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

Data protection

Accessing personal data

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

- Adhere to the relevant school polices such as the 'Acceptable use of IT'

Processing personal data

Staff members may need to collect and/or share personal data such as 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.

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 is locked if left inactive for a period of time
- Not sharing the device among family or friends
- Keeping operating systems up to date – always install the latest updates

Safeguarding

Our Child protection and Safeguarding polices can be find on the schools website https://www.alvervalleyschools.co.uk/school/policies/ server and are also available from the office.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy