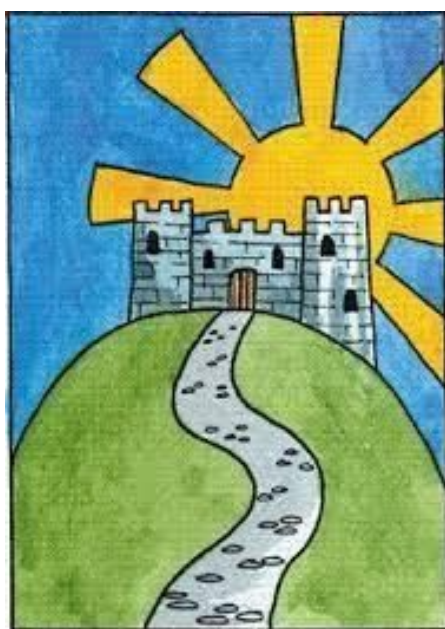


Remote Learning Policy

Longcause School



Approved by:	Wayne Graham (Chair of Governors)	Date: October 2020
Last reviewed on:	October 2020	
Next review due by:	October 2021	

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1. Aims

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

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 2.30pm.

Teachers will then be available to work in teams after 2.30pm as per directed time (detailed in Staff Handbook) and teachers pay and conditions.

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:

- ☐ Prior to starting remote learning plan
 - o Prepare class team with the plan for learning sessions
 - o Ensure team have equipment needed to host and deliver learning
 - o Ensure team can get online and know how to use the tools and programmes to be used in delivery
- ☐ Setting work
 - o Teachers will set learning for pupils in their class
 - o Teachers will set learning that meets the expectations of our remote learning offer as set out in Appendices 8.1 and 8.2
 - o Learning will be set via face to face Zoom sessions, pre-recorded sessions, uploads to Seesaw and tasks set on online platforms Purple Mash and Doodle
 - o Learning will be shared during face to face Zoom sessions or uploaded to Seesaw
- ☐ Providing feedback on work

- o Teachers will provide feedback on learning via Seesaw and this will be accessed by pupils and their families
- o Feedback on learning will be provided daily as is the expectation when pupils are in school and Staff will be encouraged to work towards the values of the Longcause marking and feedback policy where this is realistic
- o The deputy headteacher will coordinate with class teachers and subject leaders on any formal assessments and feedback and monitor ongoing formative assessment.
- Keeping in touch with pupils who aren't in school and their parents
 - o If there is a concern around the level of engagement of a pupil/s parents, they should be contacted via phone to assess whether other members of the class team can assist with engagement.
 - o All family emails should come through school email accounts and via Seesaw.
 - o Staff are encouraged to use Zoom for parents' meetings and EHCP reviews to allow for views of children and wider family members where appropriate.
 - o Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to a member of the Safeguarding team
- Expectations for attending virtual meetings with staff, parents and pupils
 - o An adult needs to be in the same room as the pupil when a Zoom call is being made
 - o Zoom calls should be held in reception rooms eg lounge, dining room and not a bedroom or bathroom
 - o Everyone on the Zoom call should be appropriately dressed
 - o School adult hosting the Zoom call has the ability to mute and/or turn off participant's cameras if needed for safeguarding reasons
 - o If a pupil becomes dysregulated, the adult at home will manage this and end the Zoom call if needed
 - o There will be no screenshots or recordings made of the Zoom call

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00am and 2.30pm

Teaching assistants will then be available to work in teams until 3.15 for planning, preparation and team communication.

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 pupils who aren't in school with learning remotely – plan to be set out by class teacher which will detail:
 - o Which pupils they'll need to support
 - o How they should provide support
 - o Attending virtual meetings with teachers, parents and pupils in line with the expectations set out in 2.1 for teachers
- Ensuring they have the equipment needed to support teacher in remote learning delivery

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 the leadership team to make sure work set remotely across all subjects is appropriate and consistent

- ☐ Monitoring the remote work set by teachers in their subject – through feedback and Seesaw looks
- ☐ Alerting teachers to resources they can use to teach their subject remotely

2.4 Leadership team

Alongside any teaching responsibilities, the Leadership team are responsible for:

- ☐ Co-ordinating the remote learning approach across the school – Leanne Thirlby holding overall responsibility for this and will be initial point of contact
- ☐ Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and families
- ☐ Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated Safeguarding Lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding Policy. The DSL will work very closely with the Safeguarding team in order to manage any safeguarding concerns and monitor daily if children or families do not engage or respond to communications.

2.6 IT support through ITEC

Our IT technician is responsible for:

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

2.7 Business Manager

- ☐ Ensuring value for money when arranging the procurement of equipment or technology.
- ☐ Ensuring that the school has adequate insurance to cover all remote working arrangements
- ☐ Support communication with IT support

2.7 Pupils and families

Staff can expect pupils learning remotely to:

- ☐ Be contactable during the school day – although consider they may not always be in front of a device the entire time
- ☐ Seek help if they need it, from school adults
- ☐ Alert teachers (if they are able) if they're not able to complete work

Staff can expect families 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- ☐ Be respectful when making any complaints or concerns known to staff

2.8 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
- ☐ Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

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 or Phase Leader
- ☐ Issues with behaviour – talk to the relevant Phase Leader or a member of the Positive Relationship team for the relevant phase
- ☐ Issues with IT – talk to Chris Norton (IT support) through Jackie Bruty
- ☐ Issues with their own workload or wellbeing – talk to their line manager
- ☐ Concerns about data protection – talk to Julie Alderson who can contact our DPO
- ☐ Concerns about safeguarding – talk to a member of the Safeguarding team

4. Data protection

4.1 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.

4.2 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

Our current Safeguarding Policy has been updated with an appendix to reflect the changes needed due to coronavirus and the need for possible self-isolation and /or lockdown.

6. Monitoring arrangements

This policy will be reviewed annually by Leanne Thirlby. At every review, it will be approved by the Board of Governors

7. Links with other policies

This policy is linked to our:

- ☐ Positive Relationships policy
- ☐ Safeguarding policy and Safeguarding during Covid with updated appendix October 2020
- ☐ Data protection policy
- ☐ Home-school agreement
- ☐ ICT and internet acceptable use policy
- ☐ Online safety policy

All of the relevant information is set out in [Remote Learning - Longcause offer](#) for staff to refer to as needed.

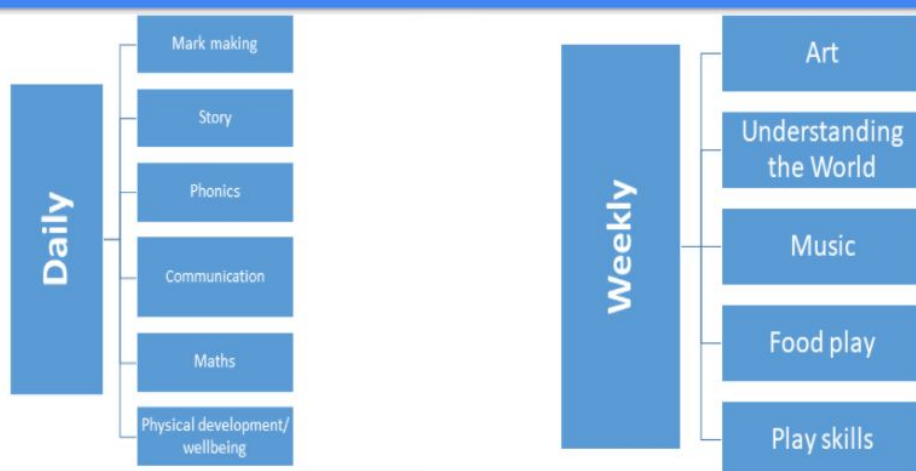
8. Appendices

8.1 Longcause offer if whole bubble requires a remote learning provision

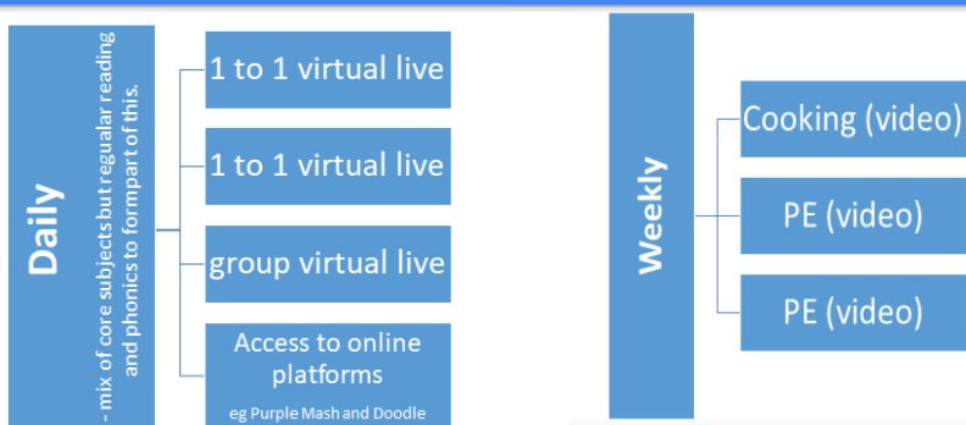
□ What education our pupils will receive at home if they are isolating as a 'bubble'/ large group:
We will offer every pupil two virtual face to face 1:1 input lessons a day, plus one group virtual face to face lesson as well as English and Maths specific activities via an online platform. There will be two PE sessions and one cooking session a week available online which will be video recorded lessons for pupils and families to access each week at a time they wish.

Early years and complex needs

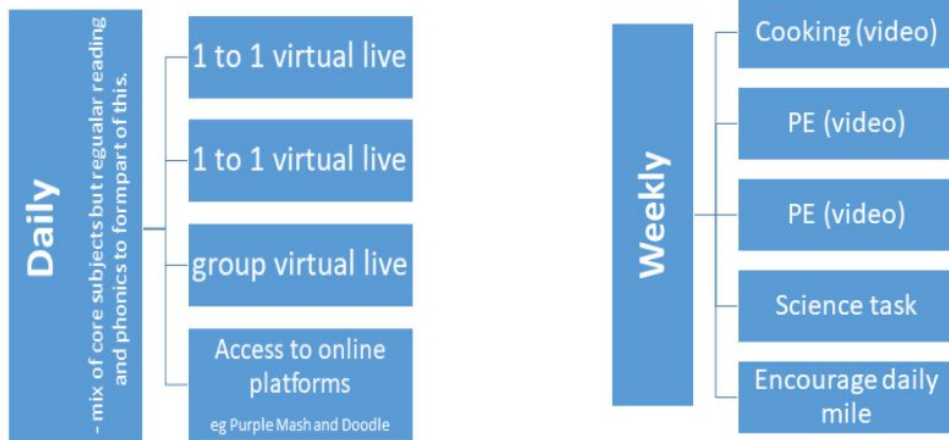
- delivered as recorded videos as pupils have found it difficult to engage live



Lower and Middle School



Upper School



8.2 Longcause offer if individuals require a remote learning provision and staff also have a teaching commitment in school

- What education our pupils will receive at home if they are unable to be in school as a individual:

In the current situation there are many reasons why a pupil may require a remote learning offer which may include things such as family bubble self-isolating or needing a prolonged recovery period from an illness not Covid related.









In the event of individuals requiring remote learning and being well enough to access learning, each class has detailed a provision that is appropriate to the needs of the pupils in their class. This will include virtual sessions both group and 1:1 as well as access to online learning resources. An overview of this provision is as follows:

Lower School

Fran's class	Ella's class	Hannah's class	Faye's class	Grace's class
<ul style="list-style-type: none"> • A hello video a day from a member of the team • 3 learning videos uploaded daily, following the pattern of sessions in school • Daily english and maths themed videos plus weekly • 1 x movement / yoga / PE video • 1 x music / singing video • 1 x art / sensory video • 1 x topic video • 1 x communication video 	<ul style="list-style-type: none"> • A hello video a day from a member of the team • Daily english and maths work set through an online platform eg Doodle, Purple mash, Oak Academy etc • Weekly book being read to them • Weekly art/ sensory session • Weekly PE session • Weekly treasure hunt • Once created link to their reading book with appropriate questions for parent/ carer to ask • Weekly makaton session • Option to have at least one Zoom session with TA 1:1 or joining with the rest of the class 	<ul style="list-style-type: none"> • One piece of maths or phonics learning each day • One zoom call to join in a lesson (maths or English) • Online work set through Doodle • A scanned copy of their reading book (sent via email) with questions to answer for each page • One video each week of attention autism to watch with an activity they can do • Resources to complete learning for other subjects (i.e an Lfl task, PE video, an art project etc.) 	<ul style="list-style-type: none"> • 1 zoom call to say good morning • 1 zoom call to join in with class lesson (attention autism or similar) • 1 1:1 zoom call from teacher or TA with a phonics or maths focus (if appropriate for the child) • Maths/ English work set on online platform • 1 video per day of an adult setting a task (various subjects) 	<ul style="list-style-type: none"> • 1 zoom call to join in with class lesson (input/ attention autism) • 1 1:1 zoom call from teacher or TA with a phonics or maths focus (if appropriate for the child) • Maths/ English work set on online platform • 1 video per day of an adult setting a task (various subjects)

Middle School

Natalie's class	Jo/Harriet's class	Zoe's class
<ul style="list-style-type: none"> 1:1 Maths and English Zoom 3x per week from a TA (at least 30 minutes) Doodle Maths and English activities to complete One Zoom call per week with the class if appropriate One LLfL, Online safety and Science activity per week sent on Seesaw. A Catering recipe sent on Seesaw Regular reading activities based on their targets (sent on Seesaw) Weekly PE challenge sent on Seesaw TA/Teacher 'hello' video twice a week 	<ul style="list-style-type: none"> 1 zoom call to join maths and English activity a day 1 zoom call to join a class story twice a week Doodle Maths or Purple Mash and English activities to complete One Zoom call per week with the class if appropriate One LLfL, catering and Science and PE activity per week sent on Seesaw. TA/Teacher 'hello' video twice a week 	<ul style="list-style-type: none"> One piece of maths and english learning each day One 1:1 zoom call for a lesson (maths or English) from TA Online work set through Doodle or sent via seesaw Zoom call to join with class group if appropriate for child One reading task per day relating to reading targets Resources to complete learning for other subjects (i.e an LfL task, PE video, a cooking visual recipe to follow.)

Lauren's class	Milly's class	Donna's class
<ul style="list-style-type: none"> At least 2 1:1 reading and phonics sessions a week At least 2 1:1 maths sessions a week Daily online work using doodle or purple mash Daily opportunity to join in with the class book Contact with family through Seesaw to decide if more work is needed Daily hello video from a member of staff through Seesaw Weekly PE challenge for the child to do Weekly LLfL and science target 	<ul style="list-style-type: none"> At least 2 1:1 reading and phonics sessions a week At least 2 1:1 Maths sessions a week Daily online work using Doodle or purple mash Daily opportunity to join in with the class book Contact with family through Seesaw to decide if more work is needed Daily hello video from a member of staff through Seesaw Weekly PE challenge for the child to do Weekly catering recipe sent home Weekly LLfL and science target 	<ul style="list-style-type: none">  A good morning video from a member of the staff team via Seesaw  1 piece each of Maths and English work each day sent via Seesaw  1 link to an online learning platform such as Purple Mash, Espresso, Doodle Maths/English, Oxford Owls  1 outdoor activity each day related to current learning in maths and english  1 life skill task each day  1 science task each week  Option to have at least 1 Zoom session with TA 1:1 or joining with the rest of the class  Option for art activities dependent on whether home has the materials

Upper School

Beth's class	Joss's class
<ul style="list-style-type: none"> Work set to last the week through Purple Mash and/or Doodle- priority Maths and English, in line with medium term planning where possible Three Zoom calls a week- approx 15 minutes- to join the class for 1 English input, 1 Maths input and our class story. Contact with the family through SeeSaw (more work can be set if necessary) 1-2-1 Zoom call if appropriate 	<ul style="list-style-type: none"> Work set to last the week through Purple Mash and/or Doodle- priority Maths and English, in line with medium term planning where possible Three Zoom calls a week- approx 15 minutes- to join the class for 1 English or Maths input, 1 Science input and our class story. Contact with the family through SeeSaw (more work can be set if necessary) 1-2-1 Zoom call if appropriate (Phonics intervention with JW)

8.2 Longcause family expectations agreement for engaging in remote learning

Families will be agreeing to the following if they are taking up the remote education offer

- An adult needs to be in the same room as the pupil when a Zoom call is being made
- Zoom calls should be held in reception rooms eg lounge, dining room and not a bedroom or bathroom
- Everyone on the Zoom call should be appropriately dressed
- School adult hosting the Zoom call has the ability to mute and/or turn off participant's cameras if needed for safeguarding reasons
- If a pupil becomes dysregulated, the adult at home will manage this and end the Zoom call if needed
- There will be no screenshots or recordings made of the Zoom call
- Set times for Zoom calls will be given by school staff