INSPIRE – ENABLE – ACHIEVE

The Vale Federation Remote Learning Policy

Revised May 2022

This policy was adopted on   September 2020

C Stephenson   10/5/2022

The policy is to be reviewed by   May 2023

Who is this policy applicable to;

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms;

- A continuous, dry cough
- A high temperature above 37.8oC
- A loss of, or change to, their sense of smell or taste
- Have been tested and confirmed to be Covid-19 positive
- Been in direct contact with someone who has tested positive for Covid-19

Pupils attending the Vale Federation of Schools will be provided with remote (online) learning when pupils are not able to attend school (due to the reasons listed below) in order to ensure that pupils do not fall far behind. Remote learning will be provided when;

- A child is not able to come to school as they have a medical letter stating that they need to shield
- A child is at home following guidelines to self-isolate
- A bubble is closed due to a confirmed case of Covid-19
- Local lockdown
- National Lockdown
- A class is closed for health and safety reasons

1. **Aims**

This remote learning policy aims to;

- Recognise that each family situation is unique
- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding
- Provide appropriate guidelines for data protection

2. **Role and responsibilities**
Teachers or STA must inform SLT immediately if they do not have access (either occasional or ongoing) to the technology to facilitate home learning. Wherever possible additional devices will be made available to ensure staff can carry out the expectations as set out in this policy.

All home learning is dependent on having functioning technology and the school cannot be held responsible if the schools technology fails. Every endeavour will be made to rectify any problems as soon as possible.

2.1 Teachers
Teachers ideally are available Monday- Friday during usual working hours but this will be primarily directed by their own personal family circumstances during any future national, local or bubble lockdowns/ self-isolation. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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. At this stage STAs should take over the responsibility for setting home learning.

Teachers (and in the absence of teachers the STA or other identified lead such as those holding TLR responsibilities) are responsible for setting high quality work to be completed at home. Home learning should be set using the EfL Activity channel or email. The equivalent of 3 hours learning per day is the Government guideline;
- Class teachers will compile home learning packs (at an appropriate level) which will be ready to send home in the event of school or bubble closure. These will not include school resources but will include a list of items readily available at home which could be used e.g. past pieces for counting or clothes pegs.
- For pre-formal learners teachers will send home weekly activities consisting of several activities that parents can work on through the week and in a majority of cases, this will include videos. It is expected that activities sent will be repeatable and very closely linked to individual learning plans and curriculum.
- For semi-formal and formal learners class teachers will provide 3 activities per day which are personalised to individuals or groups of children (differentiated) OR a list of appropriate activities and websites (specific activities) which is comprehensive and contains enough for 3 activities per day.
- Live lessons via any platform will not be offered.
- Activities set should focus on the children's short-term targets (EHCP) and SCERTS (where applicable). For children working at a formal level the activities set should include Reading, English (writing or spelling) and Maths

- Activities where possible should be hands on, practical, fun and not paper based, table top activities unless appropriate to the child or the child is working at a formal level
- For those working at a formal level it is expected that work set will utilise White Rose Maths and Oak National Academy.
- Activities set should where possible be in the form of a video with brief instructions to the parents (and children) and the modelling of the activity to be completed. Videos should EITHER be uploaded to EfL or sent via email to parents. If there are difficulties in doing either of these, videos can be uploaded to the Vale Federation YouTube channel.
- Instructions should contain enough detail for the pupil to be relatively independent where appropriate (supported by visuals and dependent and on the developmental level of the child).
- Work must be shared with the Senior Leadership Team (SLT) for monitoring purposes.
- Class teachers will monitor, record and report to SLT which children are not appearing to access online work, particularly those that have been provided with Laptops or devices
- Work will be uploaded to either Evidence for Learning, Tapestry or school YouTube channel.
- SLT and TLR holders will co-ordinate with other teachers to ensure consistency of approach and to try to ensure that pupils with limited access to computers/devices can still complete work.

Responding as appropriate to parents;
- Weekly contact via email is expected and parents are actively encouraged to keep in contact with class teachers.
- Weekly phone calls to parents to check on children's well-being, parents well-being and to encourage/ promote/ reinforce home learning expectations
- Offer a weekly whole class get together (a story, assembly, Look and Learn session) via TEAMS. Children must be supervised by a parent and visible to the teacher. An STA or TA must also join the meeting.
- Parents who send examples of pupils work/ photos/ video or upload evidence to either Evidence for Learning or Tapestry should receive acknowledgement and praise from the class teacher or other school staff.
- Parents should note that the government does not expect them to perform as teachers nor expect a schools offer of remote learning activities to be "Education as normal but from home." While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with those they live with, it is recognised that families will all cope in different way and face different challenges.
- Respond appropriately to parental concerns of either their own well-being or their child's well-being either by offering support themselves or by referring them on to other agencies

Attending virtual meetings with colleague or professionals
- Teachers will be expected to attend virtual meetings with school professionals, MDT meetings, teachers meetings and online training if and when appropriate.
- Teachers are not expected to attend CiN meetings for children in their class

Remote teaching/ pupil engagement for staff that are self-isolating or shielding
Teachers who are self-isolating but not experiencing symptoms e.g. following a holiday to a destination not on the exempt list or shielding are fully expected to engage with remote learning for the pupils in their class; planning for class, interacting with class via video messages or pre-recorded lesson introductions and attending virtual meetings.

STAs and TAs will be given an individual project to work on which is in line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with online learning provision for their class/ bubble or to engage with training/ CPD/ Personal development.

2.2 Senior teaching assistants
Senior teaching assistants should be available during their normal working hours on the days they are normally 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.

Senior teaching assistants may;
- Cover teacher absence by setting work and communicating with parents as outlined above
- Work in school for specific tasks as required by the Head of School or SLT
- Produce resources and visuals for home learning packs or for use in the classroom
- Undertake remote and/or online CPD training
- Attend virtual meetings with class teams if relevant

2.3 Teaching assistants

Teaching assistants should be available during their normal working hours on the days they are normally 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;

- Work in school for specific tasks as required by the Head Teacher
- Produce resources and visuals for home learning packs or for use in the classroom
- Undertake remote and/or online CPD training
- Attend virtual meetings with class teams if relevant

2.4 Curriculum Leaders and TLR holders

Alongside their teaching responsibilities, as outlined above, Curriculum leaders may;

- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Work with teachers to ensure that work set is appropriate and consistent
- Work with other curriculum leads and senior leaders to make sure work set across subjects is appropriate and consistent and activities being set allow for social distancing
- Monitor the work being set by teachers in their subject- explain how they will do this, such as through regular weekly meetings with teachers or by reviewing work set
- Alert teachers to resources they can use to set work for their curriculum areas

2.5 Senior Leadership Team (SLT)

Senior Leaders are responsible for;

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning activities across the school, for example through contact with teachers and curriculum leaders and reviewing work set
- The quality of remote learning in classes
- Identifying which families do not have access to internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery
- Oversee the ongoing well-being and CPD of class staff

2.6 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the schools child protection policy

2.7 Pupils and parents

Staff can expect pupils to;

- Engage in some of the home learning activities
- Try their best to complete/ join in with/ show interest/ actively engage with some of the activities set
- Engage when an adult reads to them once per day
- Accept help and support from an adult to complete/ join in with/ show interest/ actively engage with/in some of the activities set
- Have fun

Staff can expect parents to;

- Establish routine and structure for each day, including times where learning activities can take place
- Support their child's well-being and have/support a positive attitude to learning
- Prepare for home learning by reading instructions and watching video sent so they are clear on how to deliver the learning
- Replicate what the teacher models
- Encourage their child to engage with work set by finding an appropriate place to work to allow them to focus to the best of their ability
- Be prepared to try numerous times if the child does not engage with the work on the first or second try
- Support their child as best as they are able, given their own home circumstances, health and work commitments
- Acknowledge emails from teachers and where possible offer feedback
- Give their child praise for their efforts
- Be proactive about seeking help from the school if they need it
- Be respectful when making any complaints or concerns to staff
- Read emails sent on ParentMail
- Regularly check EfL for home learning set

2.8 Governing Body

- Monitoring the school's approach to providing remote learning, ensuring learning remains as high quality as possible
- Ensuring that staff are certain systems are appropriately secure for both data protection and safeguarding reasons

In addition the Governing body is responsible, including as advised by the DfE for;

- Supporting SLT to ensure staff and pupil well-being
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decision only
- Keep monitoring to a minimum by focussing on safeguarding, health and safety, head teacher and staff well-being and (to a lesser extent) the school's approach to providing remote learning for pupils
- Directing any approaches by parents made directly or indirectly to the school via email to office@bookerpark.bucks.sch.uk
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that;
  Exclusions- the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these time frames cannot always be met.
  Complaints- the DfE has updated their guidance for schools complaints policies to provide the new or existing complaints should not be handled whilst schools are closed. If a school is closed during the enforced closure period, the head teacher should write a response to outline the schools position and explain that the school is unable to follow its usual complaints process until the school has reopened

3 Who to contact

If staff have any questions or concerns, they should contact the following individuals;

- Issues in setting work- Deputy Head
- Issues with behaviour- Deputy Head
- Issues with IT- contact the Vale Fed support desk ITsupport@thevalefederation.com
- Issues with their own workload or well-being- (Their line manager in the first instance and then Deputy Head if concerns remain)
- Concerns about data protection- Principal and Maurice Williams (data protection officer)
- Concerns about safeguarding- contact the DSLs as outlined in the Child Protection policy

4 Data Protection

When accessing personal data, all staff members will;

- Only use their official school email account and never use personal messaging systems
- Connect to the school network using on a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises

4.1 Sharing personal data

Staff members are unlikely to need to collect and/ or share personal data. However, if it does become necessary, 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
- Reporting any school device which is lost or stolen in a timely manner

This policy should also be read in conjunction with the Safeguarding and GDPR policy as well as the Covid-19 annex for Safeguarding.