Orchard Lea Junior School
Remote Learning Policy
Date agreed: 2024
Date for renewal: 2027

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 safeguarding.

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available on their contracted working days.

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:

- Setting work:
    - Plan appropriate remote learning work for the children in their class or year group depending on the size of closure.
    - Provide the amount of work agreed by the Leaders- see separate planning document at the time of bubble or school closure.
    - Upload all work to be released at 6pm the night before. When work is being set for a Monday, it should be released at 6pm the Friday before. This may differ in the event of an emergency closure (see below).
    - Upload work onto Google Classroom.
    - The arrangements for any 'live' classes, will be communicated on Google Classroom no later than one day before the allotted time and kept to a reasonable length of time- no more than one hour.
    - Adapt work for those children who require it. This may include setting different work on Google Classroom or preparing and sending home learning packs.
    - In order to ensure consistency across the year group, those teachers working remotely should co-ordinate with their year team teachers via phone call and Team Meetings.
    - Make SLT aware of any pupils with limited access to devices so that support can be put in place.
- Providing feedback on work:
    - Teachers will give all returned work written feedback via Google Classroom. Feedback for maths, reading and writing will include constructive feedback including ways to improve work.
    - Feedback will only be given within school working hours.

- During a series of writing or maths work, teachers will upload pre-recorded responsive feedback sessions to further support children with their learning and address any misconceptions.

- Keeping in touch with pupils who aren't in school and their parents:
  - Regular contact with pupils will be maintained via work feedback, a weekly Google Meets drop-in session and phone calls where required.
  - When phoning a pupil, teachers should block their personal number.
  - Google Meets sessions should be available to the whole class. One-to-one sessions are only permitted for children who have been identified by senior leaders and where parental consent has been given.
  - Emails and messages from parents and pupils should only be answered in school working hours. Emails must be sent via the admin account.
  - Any complaints or concerns shared by parents and pupils should be forwarded onto the Leaders – for any safeguarding concerns, refer to the section below.
  - Monitor pupil engagement with remote learning.
  - Any ongoing incidents (2 consecutive days) of failure to engage with any remote learning at all will be followed up through phone calls home and support offered.

- Attending virtual meetings with staff, parents and pupils:
  - Suitable clothing should be worn by the teacher and anyone else in the household.
  - Be situated in a 'public' living area within the home with an appropriate background- private living areas, such as bedrooms, are not permitted during video communications.
  - Use appropriate language- this includes others in the household.
  - Not record, store, or distribute video material without permission.
  - Ensure as far as possible they have a stable internet connection to avoid disruption to lessons.
  - Always remain aware that they are visible and can be heard.
  - Continue to conduct themselves in line with our Code of Conduct policy.

2.2 Teaching Assistants or Learning Support Assistants

When assisting with remote learning, teaching assistants must be available between their contracted working hours.

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 or working remotely, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely could include:
  - Delivering 'touch base' sessions for children the school identifies as 'hard to reach'.
  - Delivering emotional literacy support to those children who would currently have been accessing support in school.
  - Delivering intervention sessions to those children identified as benefiting from 1:1 input.

    (These online live Google Meets sessions will only be delivered where there is capacity to do so which will rely on the numbers of staff available to teach and the number of children in school).

- Attending virtual meetings with teachers:
    - See Teachers section above.
- Keeping in touch with school:
    - Attend virtual meetings as required.
    - Regularly check work emails.
    - Take responsibility for raising questions or seeking information via their year leader.

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 to support with the delivery of their subject.
- Monitoring the remote work set by teachers in their subject in order to monitor the knowledge and skills being covered.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Members of SLT

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning –through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated Safeguarding Leaders

The DSLs are responsible for:

- Ensuring that all vulnerable pupils are checked upon each day reporting to a linked Social Worker if there are any concerns.
- Referring any concerns in accordance with the school policy.
- Checking CPOMS each day and acting on any concerns being raised.
- Attending any meetings with outside agencies.

2.6 SENCO and Mental Health and Wellbeing Lead

- Supporting pupils who aren't in school with learning remotely:
    - Uploading varied work for those children working below their current year group.
    - Monitoring the engagement with remote learning of SEN pupils.
    - Coordinating emotional literacy support sessions online.
- Supporting pupils and parents with their positive mental health and wellbeing:

- Provide guidance and support about strategies to support positive mental health and wellbeing on the school website.

2.7 Family Support Worker/ELSA

- Keeping in touch with pupils who aren't in school and their parents:
  - Weekly contact with pupils the school identifies as vulnerable via phone call to touch base and check on wellbeing.
  - Record phone call on CPOMs.
  - Liaise with the class teacher before and after phone call conversations with vulnerable pupils.
  - Any complaints or concerns shared by parents and pupils should be forwarded onto the Leaders – for any safeguarding concerns, refer to the section below.
  - Deliver 'touch base' online sessions to individuals who the school identify as hard to reach.
- Supporting pupil positive mental health and wellbeing:
  - Deliver online emotional literacy sessions to those children who were already receiving support in school.

2.8 Pupils and parents

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.
- Complete work to the best of their ability and upload it on Google Classroom.
- Seek help if they need it, from teachers or teaching assistants via the messaging system on Google Classroom.
- Behave in accordance with the school behaviour policy during live Google Meet drop-in sessions.
- Dress appropriately for live online sessions.

Staff can expect parents with children learning remotely to:

- Encourage their child to engage with remote learning.
- Provide a quiet space for children when attending a live online session.
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- Inform the school if their child is sick and therefore unable to engage with home learning.

2.9 Governing Body

The governing body 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 with behaviour – Head of School/Executive Headteacher
- Issues with IT – Head of School/Executive Headteacher or Business Manager
- Issues with their own workload or wellbeing –Head or School/Executive Headteacher.
- Concerns about data protection – Head of School or Executive Headteacher.
- Concerns about safeguarding – talk to a DSL immeditately.

4. Data protection

4.1 Accessing personal data

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

- Access children's personal contact details on CPOMs or Arbor.
- Use school devices such as laptops, rather than their own personal devices.

4.2 Keeping devices secure

See our acceptable use of ICT policy.

5. Safeguarding

Safeguarding our pupils will remain a priority during any full or partial closure. DSLs will remain contactable and our usual procedures and policies will apply. See safeguarding and child protection policies.

6. Emergency Closures

6.1 One day closures due to unforeseen circumstances.

- In the event of an emergency closure such as a snow day, staff will be expected to upload work by 9:30 for pupils.
- Staff will be expected to arrange for 'live' lessons for the afternoon.
- In the event of pupils being sent home during the day. For example, at lunchtime due to a change in weather, staff will not be expected to upload work for the afternoon but pupils will be required to read or complete homework already set or complete an activity sent via e-mail or home with the child.

7. Complaints

During a closure, the quickest way to raise a concern is via an e-mail to the school office as these will be monitored. We will respond to the concern/complaint following the stages in our Complaints Policy which can be found on our website.