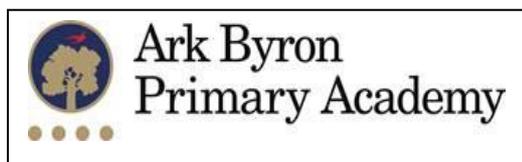


# Remote Learning Policy



## PURPOSE

The policy outlines how online safety is outlined and addressed at Ark Burlington Danes

Date of last review:	Oct 2020	Author:	Principal
Date of next review:	Oct 2021	Owner:	Principal
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by School	Approval:	LGB
School:	Ark Byron	Key Contact Name:	Principal

## POSITIONING WITHIN ARK OPERATIONAL MODEL

### Component

- Strategic Leadership & Planning
- Monitoring, Reporting & Data
- Governance & Accountabilities
- Teaching & Learning
- Curriculum & Assessment
- Culture, Ethos & Wellbeing
- Pathways & Enrichment
- Parents & Community
- Finance, IT & Estates
- Our People

### Element

Behaviour Model

## Ark Byron

# 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.

**See-Saw** is the name of the learning platform for children to access from home. Click on the link for further information <https://app.seesaw.me/>

## 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.
- **Tier 2** – We will remain fully open to all pupils.
- **Tier 3** – We will remain fully open.
- **Tier 4** - We 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.

Teacher allocated learning	Feedback	
Tasks set on See-Saw daily	Provided through SeeSaw	

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 only		
Teacher allocated learning	Feedback	Telephone calls
Tasks set on See-Saw daily	Provided through See-Saw	Vulnerable children 3x weekly

## 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.

### 2.1a Teachers (who are self-isolating)

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

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:
  - Both classes in the bubble
  - Daily 3-4 hours including English, Maths, Humanities and Science
  - Work needs to be set by 4.30pm the day before
  - Work will be delivered through See-Saw and recordings
  - Work should be uploaded via See-Saw (see relevant documents)
  - Teachers have regular meetings via Teams and weekly staff meetings via Teams/Zoom
  - Resources are printed for families with limited access to devices to collect from school
- Providing feedback on work:
  - Feedback is provided via See-Saw and email
  - Feedback to be completed by 5pm on weekdays
- Keeping in touch with pupils who aren't in school and their parents:
  - Regular contact is expected for vulnerable children 3x weekly by phone
  - Regular email contact with all parents and children
  - Teachers should not answer emails outside of working hours (8.00- 5pm)
  - Complaints/concerns shared by parents and pupils should be shared with SLT and the safeguarding team –
  - Learning is tracked and monitored by SLT weekly and children that are not engaging are offered additional support

If children are absent from remote learning this is initially followed up by the teacher with a phone call and then SLT
- Attending virtual meetings with staff, parents, pupils and external agencies:
  - Dress code – suitable business/casual attire for virtual meetings with colleagues and pupils
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background or signs which can identify where you live)

## 2.1b Teachers (in school providing remote learning to pupils at home)

Teachers must still be available during the scheduled timetable lessons and are expected to provide a live lesson or remote support to pupils in their class.

When providing remote learning to pupils who are not able to attend school, teachers are responsible for:

- Setting work:
  - Both classes in the bubble
  - Daily 3-4 hours including English, Maths, Humanities and Science
  - Work needs to be set by 4.30pm the day before
  - Work will be delivered through See-Saw and recordings
  - Work should be uploaded via See-Saw (see relevant documents)
  - Teachers have regular meetings via Teams and weekly staff meetings via Teams/Zoom
  - Resources are printed for families with limited access to devices to collect from school
- Providing feedback on work:
  - Feedback is provided via See-Saw and email
  - Feedback to be completed by 5pm on weekdays
- Keeping in touch with pupils who aren't in school and their parents:
  - Regular contact is expected for vulnerable children 3x weekly by phone
  - Regular email contact with all parents and children
  - Teachers should not answer emails outside of working hours (8.00-5pm)
  - Complaints/concerns shared by parents and pupils should be shared with SLT and the safeguarding team –
  - Learning is tracked and monitored by SLT weekly and children that are not engaging are offered additional support  
If children are absent from remote learning this is initially followed up by the teacher with a phone call and then SLT
- Attending virtual meetings with staff, parents, pupils and external agencies:
  - Dress code – suitable business/casual attire for virtual meetings with colleagues and pupils
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background or signs which can identify where you live)

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.15am and 4.15pm.

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:
  - Daily calls on a rota system
  - 1:1 reading
  - Additional support for targeted children
- Attending virtual meetings with teachers, parents and pupils:
  - Dress code - casual
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants will also be supporting in school these roles will be covered by other staff members in the bubble.

## 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, and deadlines are being set an appropriate distance away from each other.
- Monitoring the remote work set by teachers in their subject – explain how they’ll do this, such as through regular meetings with teachers or by reviewing work set.
- 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 – this is coordinated by SLT and curriculum leads.
- Monitoring the effectiveness of remote learning – explain how they’ll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents. The weekly tracker is monitored by the SENCo and weekly meetings by the Deputy Head.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. This is monitored by the Principal.

## 2.5 Designated safeguarding lead

The DSL is responsible for: the day-to-day oversight of safeguarding and child protection systems in school, including being the central contact point for all staff to discuss any safeguarding concerns and to record and act on them appropriately.

## 2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be available for learning during the school day

Timetables of input will be sent out for individual classes.

- Complete work to the deadline set by teachers
- Seek help if they need it from teachers or teaching assistants by email if not on a live call.

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
- 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 – [a.berry@arkbyron.org](mailto:a.berry@arkbyron.org) or [e.hodgson@arkbyron.org](mailto:e.hodgson@arkbyron.org)
- Issues with behaviour – [a.berry@arkbyron.org](mailto:a.berry@arkbyron.org) or [e.hodgson@arkbyron.org](mailto:e.hodgson@arkbyron.org)

- Issues with IT – [admin@arkbyron.org](mailto:admin@arkbyron.org)
- Issues with their own workload or wellbeing – [a.berry@arkbyron.org](mailto:a.berry@arkbyron.org) or [e.hodgson@arkbyron.org](mailto:e.hodgson@arkbyron.org)
- Concerns about data protection – [v.watson@arkbyron.org](mailto:v.watson@arkbyron.org)
- Concerns about safeguarding – [a.berry@arkbyron.org](mailto:a.berry@arkbyron.org) or [e.hodgson@arkbyron.org](mailto:e.hodgson@arkbyron.org)

## 4. Data protection

### 4.1 Accessing 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 your schools 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 your work device among family or friends if they can access your 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 see the school website for the updated Safeguarding Policy

<https://arkbyron.org/schoolpolicies>

This is also available in the staff room, the school office and staff shared drive.