



Inspiring All to Excellence



*Pride in myself; Pride in my work;
Pride in my school; Pride in my community*

Glascote Academy

Remote Learning Policy

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Author	Claire Cooper
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Remote Learning Policy

Statement of School Philosophy

Glascote Academy has always strived to be creative, innovative and supportive of our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning aims to continue this approach.

Aims

This Remote Learning Policy aims to:

- Ensure consistency in the approach to remote learning for all pupils including SEND, who are not in school, through use of quality online and offline resources and teaching videos
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning
- Provide continuous delivery of the school curriculum that supports academic learning, personal motivation, physical health and mental well-being
- Support effective communication between school and families
- Support attendance and engagement

To whom this policy applies:

- An individual child (*and their siblings if they are also attending Glascote Academy*) who is absent whilst awaiting test results meaning that the household is required to self-isolate; the remainder of their school bubble are being taught normally within the physical confines of the school environment
- Pupils whose whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.

Remote learning will be shared with families on a daily basis when they are absent due to Covid-19 related reasons.

Content and Tools to Deliver Remote Learning:

Resources Glascote Academy will use to deliver this Remote Learning Policy include:

- Microsoft Teams for EYFS, KS1, and KS2
- Use of BBC Bitesize, Oak National Academy, White Rose, Youtube, Timetables Rockstars and Literacy Planet.

Detailed remote learning planning and resources to deliver this policy are:

- Model Timetable and structure for remote learning
- Downloadable Printable Documents
- Curriculum resources
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Microsoft Teams and Clasdojo

Using the device survey conducted within school, children deemed to only have access to unsuitable devices, or no devices at all, *may* be entitled to a loaned laptop through the Government scheme (criteria dependent). However, if this is not a feasible solution, photocopied work packs covering key concepts within the core subjects will be made available.

Home and School Partnership:

Glascote Academy is committed to working in close partnership with our families and recognises that each family is unique.

Glascote Academy will provide crib sheets to support parents with how to use Microsoft Teams; these will be provided for a range of different types of devices. Parents can contact the school to ask for further support if needed; this will be provided by the school computing lead.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Glascote Academy would recommend, as far as possible, that children follow a structured timetable in keeping with each 'school day'.

We ask parents to encourage their children's level of concentration and work output by providing an appropriate place to work and, to the best of their ability, provide support when needed.

Every effort will be made by staff to ensure that work is set daily as required. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on an individual basis.

All children and parents are required to sign the 'Acceptable Use Policy' which has been sent to parents remotely as this covers the e-safety rules which need to be applied when children are working on devices at home.

Roles and Responsibilities:

Teachers

Glascote Academy will provide a training session and induction for new staff on how to use Teams for remote learning.

When providing remote learning, teachers must be available between 8:00am-4:00pm

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 providing remote learning, teachers are responsible for:

- Setting work:
 - The work set should, wherever possible, follow the usual timetable for the class had they been in school
 - A timetable which will indicate which lessons will be taught on which days will be uploaded to Teams.
 - Teachers will set work for the children in their classes, which includes relevant scaffolding, using Microsoft Teams.
 - Daily work will be shared
 - Teachers need to include 'Live' teaching video links e.g. White Rose (Maths), Letters & Sounds, Oak National Academy etc within their weekly planning to provide frequent and clear explanations of new content, along with work which mirrors the teaching and learning within school.
 - For identified SEND children, differentiated work will be set by the class teacher using the child's own personal channel.
 - Teachers need to adjust the pace or difficulty of what is being taught in response to questions or assessments including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
 - Resources banks to be uploaded onto the class team e.g. common exception word mats, number lines, hundred squares etc.
- Providing feedback on work:
 - Reading, Writing and Maths work, which is completed and submitted by 1pm, will be given a response within 24hrs.
 - Other curriculum tasks submitted by 3.30pm will receive a teacher comment by the end of the week.
 - Personalised comments may be given through the private chat feature on Teams to ensure confidential and constructive feedback for the child.
 - Teachers need to gauge how well pupils are progressing through the curriculum, using questioning and other suitable tasks.
- Keeping in touch with pupils who are not in school and their parents:
 - If there is a concern around a pupil/s level of engagement, parents should be contacted via phone to assess whether school intervention may be needed
 - All parent/carer emails should come through the school families account (families@glascote.org)

- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT– for any safeguarding concerns, refer immediately to the DSL/DDSLs.
- Children can start a conversation on ‘The Keeping in Touch’ channel.
- Voice calls can be made with the group or individuals to provide them with feedback, stories etc.
- If a bubble is closed or there is a national lockdown all children must register on Teams by 9:00am, if this does not happen, parents will be contacted following the usual school procedures.

Expectation	Individual Isolation (Includes awaiting test results)	Bubble or partial school closure.
Register		✓
Assembly		✓
Phonics (EYFS & KS1)	✓	✓
English	✓	✓
Maths	✓	✓
Guided Reading	✓	✓
Afternoon subjects	Where possible	✓
Story time		✓

Teaching Assistants

Teaching assistants must be available during their individual contractual hours.

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.

During the school day, teaching assistants must complete tasks as directed by a teacher, or in their absence, a member of the SLT.

Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they will do this, such as through regular meetings with teachers and subject leaders, 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.

Designated safeguarding lead

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

IT Technicians & Computing Lead:

Are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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.
- Arranging and providing support for 'School Devices' which have been sent home for remote learning.

The SENDCO

Liaising with the IT technicians and Computing Lead to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans and Individual Learning plans continue to have their needs met whilst learning remotely, and liaising with the headteacher and other organisations to make any necessary alternative arrangements
- Identifying the level of support required.

Office Staff

Office staff will pass on information regarding absences, including their reasons, to appropriate staff members so that they can initiate remote learning as and when required.

If office staff are unable to be in school, they must complete tasks as directed by a member of the SLT.

Pupils and parents

Pupils learning remotely are expected to:

- Engage with work set by teachers
- Meet deadlines set by the teachers

- Seek help if they need it
- Alert teachers if they are not able to complete work set

Parents with children learning remotely are expected to:

- Make the school aware if their child is ill, or otherwise, and therefore cannot complete work set
- Seek help from the school if they need it
- Be respectful when making any complaints or raising concerns to staff/school

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

Links with other policies and development plans:

- Safeguarding
- Behaviour policy
- Child Protection Policy
- Data Protection Policy and Privacy Notices
- Online Safety Acceptable Use Policy
- Code of Conduct for Phone calls, Video Conferencing and Recorded Video
- End User Agreements for Microsoft Teams and ClassDojo