

Remote Learning Policy

PURPOSE

The policy outlines how online safety is outlined and addressed at Ark Ayrton Primary Academy.

Date of last review:	Oct 2020	Author:	Principal
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Type of policy:	<input type="checkbox"/> Network-wide	Approval:	LGB
School:	Ark Ayrton	Key Contact Name:	Principal

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input checked="" type="checkbox"/> Strategic Leadership & Planning	Behaviour Model
<input type="checkbox"/> Monitoring, Reporting & Data	
<input type="checkbox"/> Governance & Accountabilities	
<input checked="" type="checkbox"/> Teaching & Learning	
<input type="checkbox"/> Curriculum & Assessment	
<input type="checkbox"/> Culture, Ethos & Wellbeing	
<input type="checkbox"/> Pathways & Enrichment	
<input type="checkbox"/> Parents & Community	
<input type="checkbox"/> Finance, IT & Estates	
<input type="checkbox"/> Our People	

Ark Ayrton 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.

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 to all pupils, unless the Government issues guidance on which year groups to prioritise – we do not expect that it will be our choice.
- **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.

Tier 1			
In this scenario, almost all pupils are attending as usual. However, absence will be higher than normal for three key reasons – the approach to remote learning is slightly different in each.			
Type of Absence	Some pupils refusing to attend (these would typically be coded as unauthorised)	Groups of pupils absent in 2-week cycles as bubbles burst and they have to self-isolate	Individual pupils have to self-isolate/other legitimate absence for up to 2 weeks
Description	In this scenario, we will work closely with the child and parent to encourage attendance at school and consider our approach on a case by case basis.	In this scenario, teachers may be teaching remotely (as part of self-isolation), or will be in school and scheduled to provide lessons to their self-isolating children.	In this scenario, the teacher is likely to still be teaching their class, with potentially a few pupils missing and so work packs will be provided.
UNIVERSAL (pupils do not have devices)	Workbooks and paper packs will be distributed to pupils. These will be curriculum aligned – see detail below and learning will be checked on a pupil’s return and if they are able to upload to either Seesaw or the Year Group Facebook pages. A reminder that children will be signposted to SPARK, where this can support their learning. Follow this link: SPARK portal		
BLENDED (Asynchronous) (pupils with devices have the potential to do more)	We will continue to encourage and use school policies to encourage children to attend school.	<p>All children will receive weekly packs to cover this period of isolation. Within these packs will be work across the curriculum, supported by PowerPoints and quizzes to check learning. Pupils will be signposted to online resources to further support where appropriate. Linked to these and uploaded onto Seesaw will be:</p> <ul style="list-style-type: none"> • Reception videos daily based on a thematic approach, to cover all aspects of the EYFS curriculum • Daily RWI videos • Recorded Horizon lesson for the week to contextualise learning in the packs • Recorded Science lesson for the week to contextualise learning in the packs • A daily recorded writing input • Where possible, a live reading lesson once a week, that children can interact with. • A daily recorded reading lesson • A daily mixture of Maths White Rose videos or teacher recorded videos. <p>Teachers and Teaching Assistants will contact their children weekly to check on their well being and offer support with home learning.</p>	In this scenario, teachers will be unable to provide bespoke learning, as they will still be teaching the majority of their children in school. Children at home will be provided with a weekly revision workpack, reading book, handwriting, spellings and times table work and where possible, staff will upload resources to Seesaw to supplement the work in the work packs. Again, where possible, teachers will signpost children to additional online resources to aid their learning.
REAL-TIME (Synchronous) (all remote pupils must have a device)		A weekly live reading lesson building to more where possible.	Weekly live reading lesson

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.

Primary	Tier 4
UNIVERSAL (pupils do not have devices available)	We will return to the model of Community Classrooms, for vulnerable and children of key workers to access school full time. Pupils work from workbooks and other paper-based resources, which they will return on a weekly basis for feedback or upload to Seesaw.
BLENDED (Asynchronous) (pupils with devices have the potential to do more)	<p>Teachers will be in school to produce narrated PowerPoint and other materials which will be uploaded for use at home, to supplement the workbooks that children will receive weekly. Children will upload their work to Seesaw, so that engagement can be monitored and weekly feedback provided. If they have a device and access to the internet from home, pupils are signposted to online resources via SPark, Within these packs will be work across the curriculum, supported by PowerPoints and quizzes to check learning.</p> <p>Linked to these and uploaded onto Seesaw will be:</p> <ul style="list-style-type: none"> • Reception videos daily based on a thematic approach, to cover all aspects of the EYFS curriculum • Daily RWI videos will be uploaded on the Ayton Facebook Pages and Seesaw platforms • Recorded Horizon lesson for the week to contextualise learning in the packs • Recorded Science lesson for the week to contextualise learning in the packs • A daily recorded writing input • A daily live reading lesson that children can interact with. This will also be recorded and uploaded so children can rewatch at a later time. • A daily mixture of Maths White Rose videos or teacher recorded videos. <p>Teachers and Teaching Assistants will contact their children weekly to check on their wellbeing and offer support with home learning.</p>

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 9-4.

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:
 - For the children that they are responsible for
 - The amount of work they need to provide
 - Setting the work by 3pm the day before
 - The format the work would take
 - Ensuring work is uploaded to both the Seesaw platform and Facebook pages
 - Liaising with year group and phase partners to ensure consistency and ensure pupils with limited access to devices can still complete work
- Providing feedback on work:
 - One in-depth piece of feedback per subject, per week
 - Feedback will be provided on Seesaw
 - Feedback will be provided by the end of the week ready for the children to apply to their learning the following week
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers will phone parents and the children once a week

- Teachers will not answer emails outside of working hours
- Any complaints or concerns shared by parents and pupils should be referred to either the DSL or Senior Leadership Team, as appropriate
- Teachers will provide additional phone calls to support any child struggling to keep up with or complete home learning that has been set
- Absence from remote learning will be followed up through text messages and phone calls, as per the school's attendance policy
- Attending virtual meetings with staff, parents, pupils and external agencies:
 - Dress code – appropriate professional dress as per the Code of Conduct
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

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

Teachers will be available during the normal school day and will provide a variety of recorded lessons, live lessons and remote support for their children.

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

- Setting work:
 - For the children that they are responsible for and supporting year group partner and children if needed
 - The amount of work they need to provide
 - Setting the work by 3pm the day before
 - The format the work would take
 - Ensuring work is uploaded to both the Seesaw platform and Facebook pages
 - Liaising with year group and phase partners to ensure consistency and ensure pupils with limited access to devices can still complete work
- Providing feedback on work:
 - One in depth piece of feedback per subject, per week
 - Feedback will be provided on Seesaw
 - Feedback will be provided by the end of the week ready for the children to apply to their learning the following week
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers will phone parents and the children once a week
 - Teachers will not answer emails outside of working hours
 - Any complaints or concerns shared by parents and pupils, should be referred to either the DSL or Senior Leadership Team, as appropriate
 - Teachers will provide additional phone calls to support any child struggling to keep up with or complete home learning that has been set
 - Absence from remote learning will be followed up through text messages and phone calls, as per the school's attendance policy
- Attending virtual meetings with staff, parents, pupils and external agencies:
 - Dress code – appropriate professional dress as per the Code of Conduct
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

In the event of a Tier 4 lockdown, only Community Classrooms will be open and these will be staffed by support staff, so that teachers can prioritise home learning. Children who are in the Community Classrooms, will also receive the same teacher input from the online provision.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9-4.

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 assisting with remote learning, teaching assistants are responsible for:

- Supporting pupils who aren't in school with learning remotely:
 - Through providing feedback to children on their work
 - Making weekly phone calls to any children who are isolating at home
 - Making and preparing resources as appropriate
 - Planning and providing interventions and feedback as appropriate
- Attending virtual meetings with teachers, parents and pupils:
 - Dress code – appropriate professional dress as per the Code of Conduct
 - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

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
- Monitoring the remote work set by teachers in their subject via planning and Seesaw/work pack looks
- 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. The lead for remote learning is Mrs Bennett-Acres. The lead for the digital strategy is Miss Woods
- Monitoring the effectiveness of remote learning through regular analysis of Seesaw and work packs. Senior leaders will also take feedback from parents and children and review work where necessary. They will also hold teachers to account for setting home learning work and ensure it meets academy expectations.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations. Mrs Bennett-Acres is our remote learning and DSL (Designated Safeguarding Lead)

2.5 Designated Safeguarding lead

Ark Ayrton Primary Academy has a Designated Safeguarding Lead (Sophie Bennett-Acres) and a Deputy DSL (Mandy Rutledge).

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or MIS Teams - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, the Principal or senior leader will assume responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection online management system, Impero EdAware and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all Ark Ayrton Primary Academy staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to make contact with them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

For further details, our safeguarding policy can be found here: [file:///ayr-file.secondary.arkschools.local/homes\\$/staff/S.Bennett1/Downloads/Safeguarding%20Policy%202020%20\(1\).pdf](file:///ayr-file.secondary.arkschools.local/homes$/staff/S.Bennett1/Downloads/Safeguarding%20Policy%202020%20(1).pdf)

In the event of a full lockdown, our COVID addendum can be found here: [file:///ayr-file.secondary.arkschools.local/homes\\$/staff/S.Bennett1/Downloads/COVID-19%20Addendum%20for%20Safeguarding%20and%20Child%20Protection%20Policy%20April%202020%20\(002\)_2%20\(1\).pdf](file:///ayr-file.secondary.arkschools.local/homes$/staff/S.Bennett1/Downloads/COVID-19%20Addendum%20for%20Safeguarding%20and%20Child%20Protection%20Policy%20April%202020%20(002)_2%20(1).pdf)

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be available for learning during the school day at the designated time given by the teacher
- Complete work to the deadline set by teachers on Seesaw or work packs
- Seek help if they need it from their teacher or teaching assistant on their weekly phone call, or by contacting staff on Seesaw or our Ayrton Facebook pages

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it and use the support provided in the learning pack
- 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 – Contact Phase Leader or SENCo
- Issues with behaviour – Contact Pastoral Team, SENCo or Deputy Head Teacher
- Issues with IT – Contact the Digital Lead, IT Helpdesk or Operations Lead
- Issues with their own workload or wellbeing – Contact line manager
- Concerns about data protection – Contact GDPR Lead or Operations Leads
- Concerns about safeguarding – Contact DSL or DDSL

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, if you have been provided with one, than a personal device.

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 our 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

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

Details of our Safeguarding policy can be found on our website <https://arkayrtonprimary.org/our-policies>