

# REMOTE LEARNING POLICY



## **REMOTE LEARNING POLICY**

### **TEACH TRUST**

#### **Statement of Intent**

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

#### **Our Vision**

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

#### **Aims**

This remote learning policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for members of the school community engaged in remote learning
- Provide appropriate guidelines for safeguarding and data protection.

#### **What is remote learning?**

Remote learning means the child and the teacher are not physically present in a traditional classroom environment but are engaged in educational activities delivered through a variety of methods and formats. At TEACH Trust, this includes:

- Use of exercise books and printed worksheets.
- Use of online educational websites.
- Provision of pre-recorded video lesson content.
- Use of video lesson content from online sources.
- Remote teaching/coaching through contact between teacher and child.

### When do we provide remote learning?

Remote learning will be provided by TEACH Trust in circumstances related to Covid-19 restrictions such as: when a class, group or a small number of children need to self-isolate, local restrictions require children to remain at home, or when the class teacher needs to remain at home and alternative staffing cannot be arranged.

In such circumstances, where individual pupils are absent and school remains open for all others, tasks will be set and resourced via the school website with video support from external sources, e.g. Oak Academy, signposted where appropriate.

Where whole classes, year group cohorts or whole schools are closed, pre-recorded video content, set tasks and feedback will be provided by TEACH staff, and weekly contact made by telephone.

If Covid-19 restrictions do not permit peripatetic music lessons to take place in person, peripatetic music teachers may provide live remote lessons through arrangement with the Trust Music and Performance Director and the parents of children they tutor.

TEACH Trust are not required to provide remote learning for children who are absent due to illnesses not related to Covid-19; unauthorised absences such as holidays; during school holidays; nor for children for whom provision is made by hospital school.

### Roles and Responsibilities

The **CEO/EHT and Trustees** will:

- Ensure that statutory guidance regarding provision of remote learning is adhered to.
- Enable access to government portals for support for remote learning as appropriate.
- Facilitate provision for remote learning through allocation of funding and resources.

The **Standards Lead** will:

- Evaluate available research and resources to inform remote provision.
- Consult with staff, parents and Trustees regarding provisions.
- Co-ordinate the resourcing of remote learning, including online licenses, sourcing of materials and expectations of staff.
- Liaise with the IT manager to ensure teachers have appropriate resources, information and CPD to enable them to deliver remote learning.
- Ensure that the remote learning contingency is applied in a timely, effective manner.

The **Head of School and Deputy** will:

- Identify and resolve barriers to provision within their own school.
- Ensure that staff in their own school understand the remote learning expectations.
- Quality assure the online resources provided.
- Assess the level of need depending on the circumstances of their school and ensure remote learning is provided in a timely manner, as per the remote learning contingency plan.

The **Year Leader** will:

- Co-ordinate their teaching team to ensure quality remote learning resources are provided in a timely manner.
- Ensure remote learning is matched closely to the in-school curriculum offer.
- Co-ordinate the pre-recording of video lesson content when needed.
- Co-ordinate the distribution of online remote learning content for their year group.
- Access CPD and support as needed to facilitate their role.
- Liaise immediately with the HoS/DH regarding any issues arising from e-communications or remote learning provision.

The **Class/Set Teacher** will:

- Ensure they understand the expectations of the remote learning contingency plan.
- Contribute to the provision of remote learning resources, as directed by their year leader
- Prepare pre-recorded video lesson content, as required.
- Contact children who are unable to attend school due to Covid-19, as per the contingency plan.
- Adhere to all aspects of the staff code of conduct and staff handbook, including professional appearance and conduct, when creating video content or contacting children remotely.
- Ensure that appropriate backgrounds, such as lesson slides or virtual backgrounds are used in video content (see appendix 2: technical support).
- Name all video and file content to be shared by subject, teacher name and date so that it is easily accessible for remote users.
- Save content to be shared in the appropriate One Drive location for their year group.
- Liaise with their year leader to ensure content is shared in a timely manner.
- Access CPD and support as needed to facilitate their role.
- Adhere to the Teach Trust Child Protection and Safeguarding Policy, and Coronavirus annex, at all times.
- Report safeguarding concerns immediately to the Designated Safeguarding Lead.
- Adhere to the TEACH BYOD Policy and Acceptable Use Policy for use of online devices to support teaching.
- Ensure e-communications are conducted via the phone/email contact details and devices belonging to parents (not those of children).
- Liaise with their year leader in the first instance regarding any issues arising from e-communications or remote learning provision.

The **Inclusion Leader** will:

- Support class teachers to ensure that remote learning resources are matched closely to the needs of children with SEND.
- Liaise with parents/carers of children with SEND to provide appropriate support as needed.
- Quality assure the remote learning provision for children with SEND.

The **Trust Music and Performance Director** will:

- Ensure external providers of peripatetic music lessons have accessed the TEACH Remote Learning Policy, TEACH BYOD Policy and Acceptable Use Policy, and the TEACH Trust Child Protection and Safeguarding Policy, and Coronavirus annex.
- Liaise with peripatetic music teachers to maintain an up-to-date register of children accessing remote music lessons.
- Quality assure the remote learning provision delivered by peripatetic music teachers.

**Peripatetic Music Teachers** will:

- Adhere to the TEACH Remote Learning Policy, TEACH BYOD Policy and Acceptable Use Policy, and the TEACH Trust Child Protection and Safeguarding Policy, and coronavirus annex.
- Liaise with the Trust Music and Performance Director to maintain an up-to-date register of children accessing remote music lessons.
- Deliver the lesson content at the agreed time.
- Notify the parent and the Trust Music and Performance Director at the earliest opportunity if they are unable to deliver a lesson at the agreed time.
- Ensure that appropriate backgrounds, such as virtual backgrounds, are used during live lessons (see appendix 2: technical support).
- Set standards for pupils and their parents or guardians that ensures behaviour in line with that expected when learning in school.
- Ensure that children wear appropriate dress, such as that worn for a school non-uniform day, during live lessons. If this is not the case, the lesson may be suspended or terminated.
- Notify the Trust Music and Performance Director and the parent if a lesson has been terminated due to breach of policy by the parent or the child, and therefore a refund is not applicable.
- Ensure that resources including IT equipment, instruments, music etc. are ready for the lesson so that no time is wasted during the actual lessons.
- Ensure e-communications are conducted via the phone/email contact details and devices belonging to parents (not those of children) and only in relation to the music lessons.
- Ensure that no lessons are recorded or kept.

The **school admin team** will:

- Ensure up-to-date resources are available on the school website.

- Facilitate communication between school and parents.
- Make arrangements with parents who require hard copies of materials.

The **IT Manager** will:

- Evaluate provision and advise school leaders of most effective options.
- Ensure staff have the relevant resources to prepare and deliver remote learning.
- Provide CPD, information and support to enable teachers to deliver remote learning.
- Co-ordinate technical support to ensure that online systems function effectively.
- Monitor online activity to guard against breaches of policy.

The **Data Controller** will:

- Maintain an overview of the methods and content of communication taking place.
- Liaise with the IT manager and school admin team to ensure secure use of contact information.
- Provide information and support for staff regarding permissible data-sharing.

## Roles and Responsibilities

It is the responsibility of **Parent(s)/Carer(s)** to:

- Support their child(ren) to engage in remote learning.
- Set high expectations, in line with those of the school, regarding the standard and amount of work to be completed.
- Provide a suitable space in which remote learning can take place.
- Be available for supervision when teachers are making contact via live teaching or telephone.
- Ensure that their child dresses appropriately, e.g. as per a school non-uniform day, to help achieve the right frame of mind if participating in live lessons: this supports attitudes to learning and safeguarding of children and teachers.
- Notify the teacher, in the first instance, of any barriers to remote learning and work with the school to overcome them.
- Ensure that e-communications are only conducted via the phone/email contact details and devices belonging to parents.
- Ensure that, for participation in live peripatetic music lessons, resources including IT equipment, instruments, music etc are ready for the lesson so that no time is wasted during the actual lessons.
- Ensure that no live lessons are recorded or kept.
- Read school communications to keep up-to-date with current guidance and provisions.

It is the responsibility of **Children** to:

- Engage in remote learning and try their best.

- Dress appropriately for learning, e.g. as per a non-school uniform day rather than pyjamas, to help achieve the right frame of mind for learning.
- Tell their parent/carer about problems with remote learning.
- Use the resources as per the instructions e.g. use the answers to check **after** completing the work.

## Data Protection

Teachers may select the method of online delivery used, ensuring that appropriate safeguarding measures are observed. Parental consent for contact in this form will be deemed as received when the parent engages with the online provision. Whilst Zoom and MS Teams are authorised channels of communication, these must only be used during a scheduled lesson or meeting time. Neither student nor teacher should use this as a means of contacting the other party outside of scheduled lesson/contact time. As with all school-based communications, the content and language of messages must at all times be professional. Teachers will advise parents if they need to contact them to use formal channels.

Staff members may need to collect and/or share personal data for the purposes of e-communications as part of the remote learning system. Such collection of personal data applies to our functions as a school and does not require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

## Links with other policies

This policy should be used in conjunction with the following Teach policies:

- Code of Conduct
- Behaviour policy
- Child Protection policy and coronavirus annex to the child protection policy
- Data protection policy and privacy notices
- Acceptable use policy
- Online safety policy
- BYOD policy

## Date of review

July 2022

## Appendix 1

### Remote Learning Contingency Plan

Circumstances	Provision	Communication with parents
Individual children absent due to Covid (isolation/awaiting test etc)	<p>Weekly plan to include daily tasks for core subjects; phonics (infants &amp; support), topic tasks and suggested activities for PE. Worksheets as appropriate.</p> <p>If isolation exceeds 3 school days, children to be contacted by telephone by the end of day 4 to discuss wellbeing and feedback on work completed. If isolation continues into a second school week, a follow-up wellbeing check will be made by telephone.</p>	Parents of individual absentees emailed to signpost to resources available via website.
Class teacher absent due to Covid (isolation/awaiting test etc)	<p>Teacher to login on a live stream during morning registration to greet children and again to say goodbye at the end of the school day.</p> <p>Teacher to provide video input/closure for daily core lessons for children in the classes/sets usually taught by the absent teacher</p>	Sharepoint link to year group resource folder emailed to parents weekly.
Partial lockdown of year group bubble(s)  <i>Assuming a 2 week isolation period</i>	<p>Video input/closure of daily core subject lessons/remote learning tasks.</p> <p>Video input/closure of weekly humanities and science lessons.</p> <p>Tasks set for all video lessons.</p> <p>Additional suggested tasks related to planned curriculum for remaining foundation subjects.</p> <p>Additional MyMaths tasks set and feedback given.</p>	Sharepoint link to year group resource folder emailed to parents weekly.  Hard copies of resource packs available by arrangement.
Full school lockdown due to Covid case(s) in school  <i>Assuming a 2 week isolation period</i>	<p>All children to be contacted by telephone once per week to discuss wellbeing and feedback on work completed.</p> <p>Core lesson content will be provided by the class teacher. Other lessons may be delivered by a combination of staff from the year group.</p> <p>Individual provisions for vulnerable children to be arranged via the inclusion leader.</p>	

<p>Nationally imposed full school lockdown</p> <p><i>Assuming a period of longer than 2 weeks and that school remains open for keyworker children</i></p>	<p>Video input/closure of daily core lessons. Video input/closure of weekly humanities and science lesson.</p> <p>Closure videos should facilitate pupil self-marking wherever possible.</p> <p>Tasks set for all video lessons.</p> <p>Additional suggested tasks related to planned curriculum for remaining foundation subjects.</p> <p>Additional MyMaths tasks set and feedback given.</p> <p>All children not in school to be contacted by telephone once per week to discuss wellbeing and feedback on work completed.</p> <p>Further contact available to parents as needed via year group emails.</p> <p>Lesson content may be provided by a combination of staff, taking account of those working from home and those staffing key worker provision.</p> <p>Individual provisions for vulnerable children to be arranged via the inclusion leader.</p>	<p>Sharepoint link to year group resource folder emailed to parents weekly.</p> <p>Hard copies of resource packs available by arrangement.</p>
---	--	--

## Appendix 2

### Technical Support and Advice

**Zoom** - <https://zoom.us/join>

**Instructions on how to use Zoom** (opens as a PDF) [https://drive.google.com/file/d/1sB\\_1-HhcyWo82BMYDC4iSp4iFYuOTYtO/view?usp=sharing](https://drive.google.com/file/d/1sB_1-HhcyWo82BMYDC4iSp4iFYuOTYtO/view?usp=sharing)

### **Support for peripatetic teachers**

The link below is a video from a clarinet teacher regarding how to set up a device, where to set up the lesson etc. Teachers find it easier to have a 2nd music stand and a bulldog clip and attach the phone/ipad to the music stand pointing at you. The video mentions not to use headphones (with mics) but have a pair close by to test if the sound is better using them.

[https://www.youtube.com/watch?v=PgT9TXExC-Q&feature=youtu.be&fbclid=IwAR3XjinAxP44aY60hubM6yRxOe5Nj8W3dx\\_-95OaqRZLe9A7uysRpF\\_6BFq](https://www.youtube.com/watch?v=PgT9TXExC-Q&feature=youtu.be&fbclid=IwAR3XjinAxP44aY60hubM6yRxOe5Nj8W3dx_-95OaqRZLe9A7uysRpF_6BFq)

### **Microsoft Teams**

Teams is a chat application which allows you to communicate in one to one conversations or teams/groups of staff using text, voice or video depending on your devices hardware, it uses the Teach email contacts lists. It can be accessed by login in to <https://office.com> as you would for your email and selecting the Teams icon from the Office 365 home screen. Teams can be installed as a separate app to most devices laptop, desktops tablets and phones which means you do not have to be logged in to Office 365 via the web page. If you wish to install to a phone or tablet you will find the app on your devices software store for free e.g. Play store on android or Apple store on Apple devices. If you wish to install on a windows computer login to <https://office.com> and on the home screen select Teams (See fig1 circled in red) and login with your email and email password and select the download desktop app bottom left of the screen (see fig2. Circled in red). If you wish to be notified of a message when it arrives select Turn on notifications (see fig 2 circled in blue).

Fig1

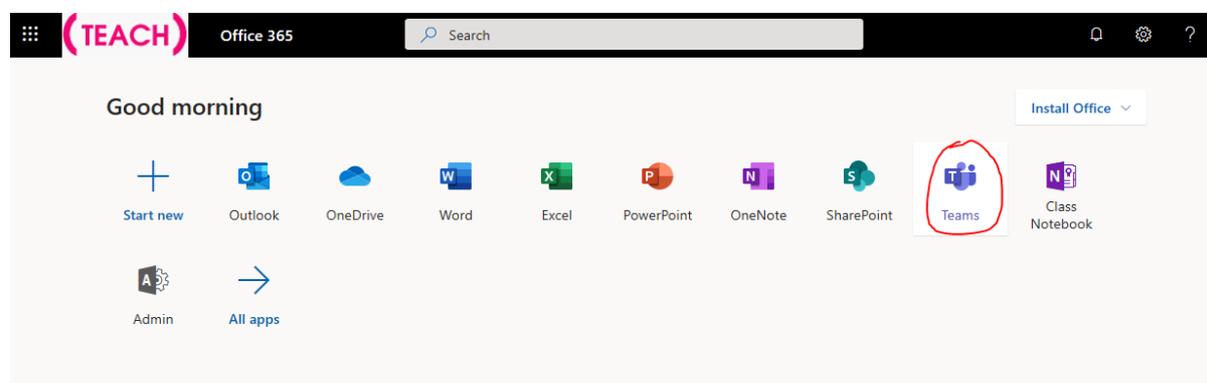
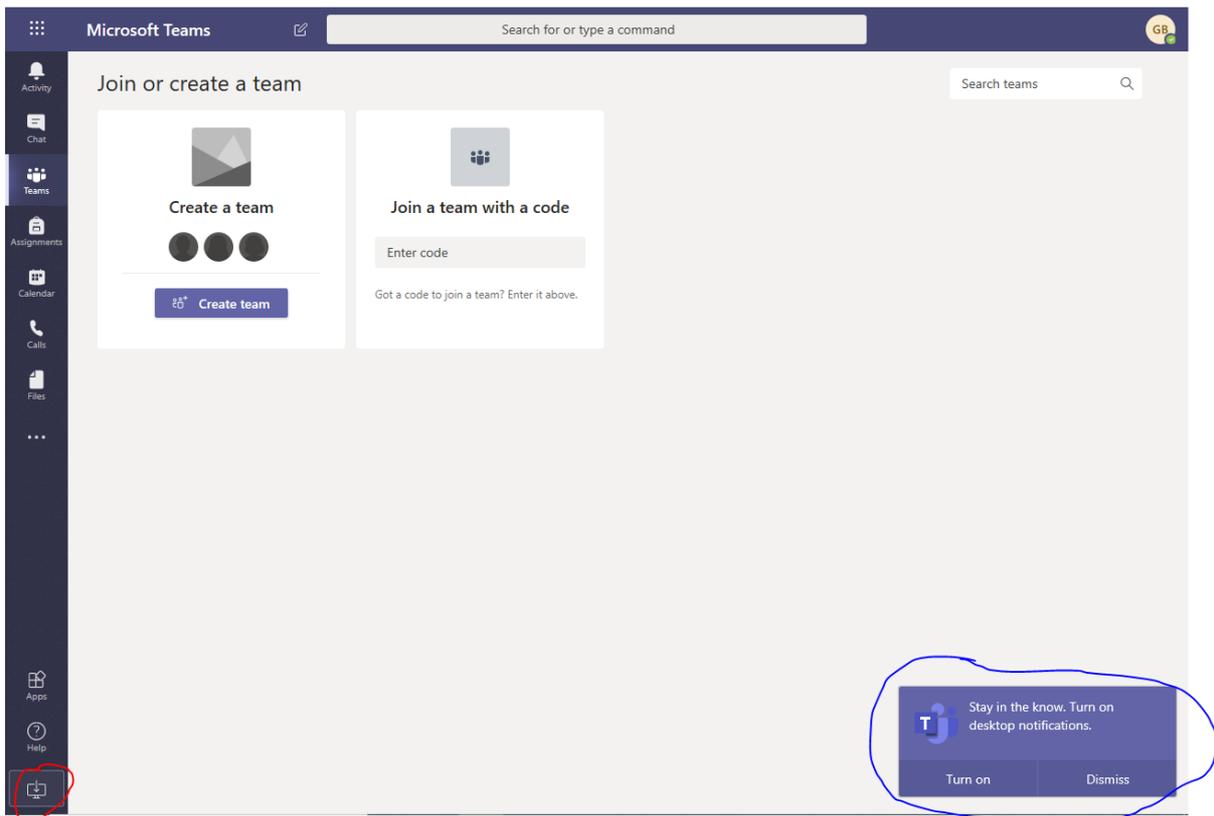
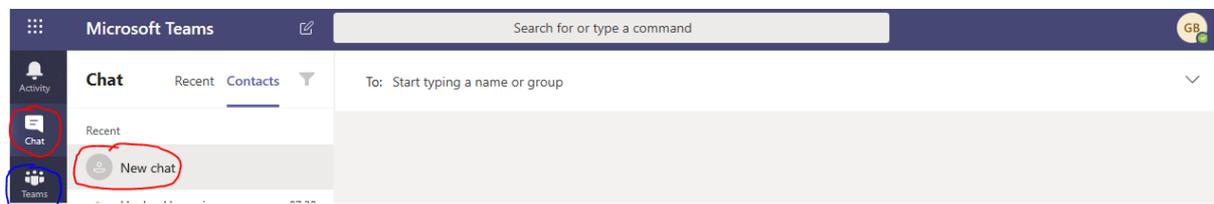


Fig2



To start a chat with someone select chat on the left column and then new chat (see fig3 both circled in red).

Fig3



Start typing the name of the recipient you would like to contact and you will see the contact list of staff appear select the correct person and then you can start typing your message pressing the send button when you have finished. If you wish to use voice chat or video call and your device has a microphone / camera you can select the Microphone or video icon top right of the chat window.

Using Teams chat for a group of people is very similar select the Teams icon and follow the wizard to name and add staff to the group chat. (See fig3 circled in blue).

You will find many options to share files, add attachments and share screens. Around the chat window.

## Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	✓
	Local Authority	
	Trade Unions	✓
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	✓
	If a formal complaint	

Characteristic Group	Is there a potential for positive or negative impact?	Please explain and give examples of any evidence/data used	Action to address potential positive/negative impact (e.g. adjustment to the policy)
Disability	✓	Impairment of family members which affects ability to access	Reasonable adjustments made, e.g. key adult support
Gender reassignment			
Marriage or civil partnership			
Pregnancy and maternity			
Race			
Religion or belief	✓	Certain faiths don't support use of screens	Paper resources provided
Sexual orientation			
Sex (gender)			
Age			
SEN	✓	Resources and access	Reasonable adjustments made
Vulnerable	✓	Resources and access	Reasonable adjustments made

<b>Traveller, migrant, refugees and people seeking asylum</b>	✓	Resources and access	Reasonable adjustments made
<b>EAL</b>	✓	Struggle to read and access tasks	Translation to home language