



## Remote Learning Policy – Chiltern Wood School (draft)

Who is this policy applicable to;

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms;

- A continuous, dry cough
- A high temperature above 37.8oC
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

Pupils attending the Chiltern Wood School will be provided with remote (including but not limited to online) learning when pupils are not able to attend school (due to the reasons listed below) in order to ensure that pupils do not fall far behind. Remote learning will be provided when;

- A child is not able to come to school as they have a medical letter stating that they need to shield
- A child is at home following guidelines to self-isolate
- A bubble is closed due to a confirmed case of Covid-19
- Local lockdown
- National Lockdown

### 1. Aims

This remote learning policy aims to;

- Recognise that each family situation is unique
- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for safeguarding
- Provide appropriate guidelines for data protection

### 2. Role and responsibilities

Teachers or class support staff must inform SLT immediately if they do not have access (either occasional or ongoing) to the technology required to facilitate home learning. Wherever possible, additional devices will be made available to ensure staff can carry out the expectations as set out in this document.

All home learning is dependent on having functioning technology. Every endeavour will be made to rectify any problems as soon as possible.

#### 2.1 Teachers

Teachers ideally are available Monday- Friday during usual working hours but this will be influenced by their own personal family circumstances during any future national, local or bubble lockdowns/ self-isolation. Underpinning this approach is an understanding for flexibility as to

when teachers can be available. 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. If a teacher is unable to work, the Senior Support Assistant (SSA) should take over the responsibility for setting home learning.

Teachers (and in the absence of teachers the SSA or other identified lead) are responsible for setting work to be completed at home;

- Class teachers will compile home learning packs (at an appropriate level) which will be ready to send home in the event of school or bubble closure. These may include school resources but may also require items readily available at home which could be used e.g. clothes pegs or objects to count.
- For learners working at an early level – including those within Little Wings, Rainbow, Woodland and some of Treetops and Coppice departments, teachers will send home a weekly timetable including activities that parents can work on through the week. It is likely there will be video references to support of back up learning, or a link to live lessons through (for example) Zoom. It is expected that activities sent will be repeatable and linked to the curriculum that would be available for face to face learning and to PPP targets. Please see further detail in the department guidance within the appendices of this policy.
- For more able learners (predominantly those in Gemstones but also some classes in Coppice and Treetops) class teachers will similarly provide a timetable of activities for the week, again supported by live learning through Zoom. There will be a minimum of 2 live sessions per day which may include personalised or individualised sessions for groups of children (differentiated). Activities that are set will need explaining, and feedback taken about progress made. Again, see further information in the department guidance.
- For all Zoom sessions there should be one staff member leading the session, and at least one other supporting. This is to safeguard the staff member leading the session and also to support the learners if the staff leader has any technical issues. Where 1:1 sessions are offered, a support staff member should be present, although it may be s/he doesn't interact at all and is simply an observer with their own camera off to avoid distraction.
- Activities set should broadly focus on the same offer that children would have as part of their usual timetable where possible.
- It is important that any support an adult may need to give to the child is clearly explained. Aspects of quality of teaching relate to home learning as much as within the classroom – activities which are engaging, interactive and appropriately differentiated are going to be the most successful.
- Visuals and laminated materials should be made and sent through to parents ahead of sessions.
- Engagement of pupils in remote learning is recorded through a weekly summary sheet which is saved to the T drive and monitored by the Department Lead. There will be at least a fortnightly meeting to discuss and feedback to staff on how teaching is going.
- Children who do not have the technology to engage in remote learning will be provided with either an ipad or a laptop as required through the government scheme.
- Evidence of work can be stored electronically until a return to the classroom

Responding as appropriate to parents;

- There should be a minimum of one phone call per week in addition to Dojo or e-mail to parents from the class team.
- Parents may send examples of pupils work/ photos/ video or upload evidence to Dojo or via e-mail should receive acknowledgement from the class team; the evidence should be saved to the child's books in due course
- It is recognised that parents will have differing experiences of being able to support the learning of their child at home. They should not be expected to perform as teachers but do what they can to enable their child to access the activities provided. While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share

this with those they live with, it is recognised that families will all cope in different way and face different challenges.

- Respond appropriately to parental concerns of either their own well-being or their child's well-being either by offering support themselves or by referring them on to other agencies

Attending virtual meetings with colleague or professionals

- Teachers will be expected to attend virtual meetings with school professionals, MDT meetings, teachers' meetings and online training if and when appropriate.

Remote teaching/ pupil engagement for staff who are unable to come in to work

Teaching staff who are working from home (and therefore are not unwell) are expected to fully engage with remote learning for the pupils in their class; this may involve planning for the class, interacting with class via live lessons or pre-recorded lesson introductions and attending virtual meetings.

## **2.2 Senior support assistants**

Senior support assistants should be available during their normal working hours on the days they are normally in school. 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.

Senior support assistants may;

- Cover teacher absence by setting work and communicating with parents as outlined above
- Run live lessons or support smaller groups through a live platform
- Produce resources and visuals for home learning packs or for use in the classroom
- Undertake remote and/or online CPD training
- Attend virtual meetings with class teams if relevant

## **2.3 Teaching assistants**

Teaching assistants should be available during their normal working hours on the days they are normally in school. 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.

Teaching assistants may;

- Run live sessions for small groups of pupils or individuals in the class
- Produce resources and visuals for home learning packs or for use in the classroom
- Undertake remote and/or online CPD training
- Attend virtual meetings with class teams if relevant

## **2.4 Department Leads**

Department Leads are responsible for;

- Co-ordinating the remote learning approach across their department
- Monitoring the effectiveness of remote learning activities for example through contact with teachers and reviewing work set

## **2.5 Designated Safeguarding Lead (DSL)**

The DSL's responsibilities are identified within the school's child protection policy

In collaboration with other members of the SLT, the DSL will also

- Identify which families do not have access to internet or devices and seek to provide this with support from government initiatives or from school resources

## **2.6 Pupils and parents**

Staff can expect pupils to;

- Engage in some of the home learning activities

- Try their best to complete/ join in with/ show interest/ actively engage with in some of the activities set
- Listen to an adult reading to them once per day
- Accept help and support from an adult to complete/ join in with/ show interest/ actively engage with in some of the activities set
- Have fun

Staff can expect parents to;

- Establish routine and structure for each day, including times where learning activities can take place, alongside the child's timetable
- Support their child to attend live lessons, and help where needed.
- Support their child's well-being and have/ support a positive attitude to learning
- Prepare for home learning by reading instructions and watching videos sent so they are clear on how to deliver the learning
- Replicate what the teacher models
- Encourage their child to engage with work set by finding an appropriate place to work to allow them to focus to the best of their ability
- Be prepared to try numerous times if the child does not engage with the work on the first or second try
- Support their child as best as they are able to given their own home circumstances, health and work commitments
- Acknowledge e-mails from teachers and where possible offer feedback
- Give their child praise for their efforts
- Be proactive about seeking help from the school if they need it
- Be respectful when making any complaints or concerns to staff
- Read e-mails sent on Parent Mail

## **2.7 Governing Body**

The Governing body is responsible, including as advised by the DfE for;

- Supporting staff and pupil well-being
- Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decision only
- Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that

## **3 Data Protection**

When accessing personal data, all staff members will;

- Only use their official school email account and never use personal messaging systems
- Connect to the school network using on a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises

### **3.1 Sharing personal data**

Staff members are unlikely to need to collect and/ or share personal data. However, if it does become necessary, staff are reminded to collect and or share as little personal data as possible online.

### **3.2 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

This policy should also be read in conjunction with the Safeguarding and GDPR policy as well as the Covid-19 annex for Safeguarding.