REMOTE LEARNING POLICY
2020 / 2021

Date of last review:	Oct 2020	Author:	Principal
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Type of policy:	☐ Network-wide ☒ Tailored by school	Approval:	LGB
School:	Ark Swift Primary Academy	Key Contact Name:	Principal

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☒ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☒ Teaching & Learning ☐ Curriculum & Assessment ☐ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☐ Our People	Behaviour Model

Ark Swift Primary Academy
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 our local area is part of a national intervention approach (i.e. considering lockdown) then our school will remain fully open to all pupils. Pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the signs of symptoms.

- **Tier 2** - Our school will remain fully open and all pupils will continue to be offered full-time on-site education. As above, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the signs of symptoms.

- **Tier 3** - Our school will remain fully open and all pupils will continue to be offered full-time on-site education. Based on the latest government guidance and suggested measures, after-school clubs may be reduced. As above, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the signs of symptoms.

- **Tier 4** - Our school 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.

Tiers 1, 2 & 3	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 it is important to balance the need to incentivize attendance at school with not punishing a child for what may be their parent's decision. Therefore, schools should consider carefully their approach, likely 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 the self-isolating group. Schools should consider the best approach through the lens of a pupil – what does their 'diet of learning' look like each day that they are learning from home?	In this scenario, the teacher is likely to be still teaching their class, with up to a handful of pupils missing. Schools should consider the workload implication on teachers of providing remote learning to pupils in this scenario.
UNIVERSAL (pupils do not have devices)	Parents and pupils are directed to the school website to access weekly spellings and arithmetic tasks. Pupils continue to access online platforms for learning, including Mathletics, Times Table Rockstars, Oak National Academy and Purple Mash.	Paper copies of home learning packs are sent home, including; Maths Mastery learning tasks; class Reading book and comprehension; English Mastery Writing tasks; History, Geography and Science workbooks allowing pupils to continue their learning sequence at home. Home learning will be checked on a pupil's return.	Paper copies of home learning packs are sent home, including; Maths Mastery learning tasks; class Reading book and comprehension; English Mastery Writing tasks; History, Geography and Science workbooks allowing pupils to continue their learning sequence at home. Home learning will be checked on a pupil's return.

BLENDED (Asynchronous) (pupils with devices have the potential to do more)	All children will be encouraged to attend school. We will work closely with all families if this case arises and work will be available if such cases arise.	Parents and pupils are directed to the school website where teachers will provide a schedule of daily lessons in continuation of the school curriculum, PowerPoint lessons, along with access to weekly spellings and arithmetic tasks. Teachers record videos to talk pupils through their learning and teach key concepts, as well as reading videos using core texts. Teachers direct pupils to key lessons on Oak National Academy, free e-books and update online platforms for learning, including Mathletics, Times Table Rockstars and Purple Mash with targeted learning tasks. Paper copies of History, Geography and Science workbooks are sent home, allowing pupils to continue their learning sequence at home. Teachers complete a check-in phone call with each pupil once a week; the more vulnerable of our children will be contacted at least twice a week Parents and pupils use Seesaw to share examples of home learning with the class teacher. Home learning will be checked on a pupil's return.	Parents and pupils are directed to the school website to access weekly spellings and arithmetic tasks. Teachers direct pupils to key lessons on Oak National Academy and free e-books. Pupils continue to access online platforms for learning, including Mathletics, Times Table Rockstars and Purple Mash – teachers ensure these are updated with targeted learning tasks. Paper copies of History, Geography and Science workbooks are sent home, allowing pupils to continue their learning sequence at home. Parents and pupils use Seesaw to share examples of home learning with the class teacher. Home learning will be checked on a pupil's return.

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	In this scenario, school will be closed to the majority of pupils, however will remain open to priority groups (critical workers' and vulnerable children) only. This would see a return to the 'Community Classrooms' model adopted in the Summer Term of 2019/20 during the first wave of the coronavirus.	
	Home Learning	**Community Classroom**
UNIVERSAL (pupils do not have devices available)	Paper copies of home learning packs are sent home, including; Maths Mastery learning tasks; class Reading book and comprehension; English Mastery Writing tasks; History, Geography and Science workbooks allowing pupils to continue their learning sequence at home. Home learning will be checked on a pupil's return. **This is not appropriate for a sustained period of time, with schools prioritising the distribution of devices to pupils so that it is possible to move to a blended/real-time remote learning approach. Once devices become available for children they will be distributed**	Community Classroom follows a similar model to the home learning approach, with pupils following the same schedule of daily lessons as those learning from home. Pupils have access to in school devices to watch teacher videos and access online platforms. Supporting adults support teaching and learning of key concepts, mark pupils' work and provide feedback. Pupils read to an adult daily.
BLENDED (Asynchronous) (pupils with devices have the potential to do more)	Parents and pupils are directed to the school website where teachers will provide a schedule of daily lessons in continuation of the school curriculum, PowerPoint lessons, along with access to weekly spellings and arithmetic tasks. Teachers record videos to talk pupils through their learning and teach key concepts, as well as reading videos using core texts.	Community Classroom follows a similar model to the home learning approach, with pupils following the same schedule of daily lessons as those learning from home. Pupils have access to in school devices to watch teacher videos and access online platforms. Supporting adults support teaching and learning of key concepts, mark pupils' work and provide feedback. Pupils read to an adult daily.

Teachers direct pupils to key lessons on Oak National Academy, free e-books and update online platforms for learning, including Mathletics, Times Table Rockstars and Purple Mash with targeted learning tasks. Paper copies of History, Geography and Science workbooks are sent home, allowing pupils to continue their learning sequence at home. Teachers complete a check-in phone call with each pupil once a week; the more vulnerable of our children will be contacted at least twice a week Parents and pupils use Seesaw to share examples of home learning with the class teacher. Home learning will be checked on a pupil's return.	

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.

Teachers
When providing remote learning, teachers must be available between 8:00 a.m. and 5:00 p.m.
If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report at the first opportunity to the Principal and Vice Principal.

When providing remote learning, teachers are responsible for:

- Home learning:
  - Setting a weekly schedule of lessons for their class, with 3+ lessons per day for pupils to complete (referring pupils to websites and online platforms as necessary). This should be emailed to the Vice Principal for uploading to the website and emailing to parents.
  - Providing supporting resources for the schedule of lessons to ensure best possible outcomes for pupils. These should be emailed to the Vice Principal for uploading to the website and emailing to parents.
  - Printing and preparing paper home learning packs where required.
  - Recording a video to talk pupils through their home learning for the week and teach key concepts to support understanding. Recording of further videos to teach lesson content is welcomed.

- o Recording a weekly reading lesson, reading aloud the chapter / extracts used for reading lessons.
  - o Communicating any questions, concerns or difficulties around home learning to the Vice Principal in a timely manner.
- Providing feedback on work:
  - o Responding to pupil work submitted through SeeSaw or via email, within 24 hours.
  - o Forwarding examples of home learning to be celebrated to the Principal and Vice Principal to form the content of assemblies.
- Keeping in touch with pupils who aren't in school and their parents:
  - o Responding to pupil / parent requests for support through the year group email, within 24 hours.
  - o Making at least one phone call weekly to all pupils who are learning at home, as a welfare check and providing support with learning. Calls to be made through MS Teams.
  - o Making at least two phone calls weekly to pupils who are considered vulnerable or have specific learning difficulties. Calls to be made through MS Teams.
  - o Communicating any safeguarding, welfare or teaching and learning concerns to the DSL, Principal and/or Vice Principal in a timely manner.
- Attending virtual meetings with staff, network colleagues and external agencies:
  - o Ensure attendance at all scheduled meetings at the set time, checking technology in advance.
  - o Dress code – suitable business attire for virtual meetings with colleagues and across the network.
  - o Locations – professional environment, avoiding background noise and interruption, and ensuring backgrounds are appropriate.
  - o Communicate reasons for any non-attendance to the Principal and Vice Principal prior to meetings.

Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8:45 a.m. and 3:00 p.m.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report at the first opportunity to the Principal and Vice Principal.

When assisting with remote learning, teaching assistants are responsible for:

- Home learning:
  - o Printing and preparing paper home learning packs where required.
  - o Supporting the teacher in recording videos where possible.
  - o Communicating any questions, concerns or difficulties around home learning to the Vice Principal in a timely manner.
- Providing feedback on work:
  - o Responding to pupil work submitted through SeeSaw or via email, within 24 hours.
  - o Forwarding examples of home learning to be celebrated to the Principal and Vice Principal to form the content of assemblies.
- Keeping in touch with pupils who aren't in school and their parents:
  - o Responding to pupil / parent requests for support through the year group email, within 24 hours.
  - o Supporting phone calls home, in line with the teacher requirement for:
    - ▪ Making at least one phone call weekly to all pupils who are learning at home, as a welfare check and providing support with learning. Calls to be made through MS Teams (without cameras being enabled)
    - ▪ Making at least two phone calls weekly to pupils who are considered vulnerable or have specific learning difficulties. Calls to be made through MS Teams (without cameras being enabled)

- o Communicating any safeguarding, welfare or teaching and learning concerns to the the DDSL, Principal and/or Vice Principal in a timely manner.
- Attending virtual meetings with staff, network colleagues and external agencies:
  - o Ensure attendance at all scheduled meetings at the set time, checking technology in advance.
  - o Dress code – suitable business attire for virtual meetings with colleagues and across the network.
  - o Locations – professional environment, avoiding background noise and interruption, and ensuring backgrounds are appropriate.
  - o Communicate reasons for any non-attendance to the Principal and Vice Principal prior to meetings.

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, and providing timely feedback on, the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely (including Ark SPArk).

Senior Leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school – in the first instance, the Vice Principal will lead on this approach.
- Monitoring the effectiveness of remote learning through regular checks of planned content, regular communication with teachers and teaching assistants, feedback from parents and pupils and monitoring of engagement through emails, SeeSaw and social platforms – in the first instance, the Vice Principal will lead on this approach.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – in the first instance, the Principal will lead on this approach.

Designated Safeguarding lead
The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

Additionally, DSLs knowledge and skills will be updated regularly through a variety of other methods, e.g. e-bulletins and briefings, organising and participating in conferences, local meetings, other identified training, supervision, Ark network training and Ark DSL hub meetings.

The school has appointed additional staff to deputise for the DSL. The Deputy DSLs have attended appropriate training, which enables them to be fully conversant and to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:
- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. Impero EdAware online system is Ark's mandatory system for safeguarding recording.
- Liaise with Ark's Head of Safeguarding in reporting serious safeguarding issues relating to children and in matters relating to staff.
- Keep their Principal/Head of School informed of any serious safeguarding issues relating to children and staff.
- Be aware of pupils who have a social worker
- Help promote educational outcomes, academic progress by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

Inclusion Lead

Alongside any teaching responsibilities, the Inclusion Lead is responsible for:
- Setting, preparation and distribution of home learning for pupils with EHCP plans and on the SEND register.
- Establishing home learning platforms for targeted work, ensuring pupils and parents can access the content.
- Working alongside teachers to ensure pupil work and provision is suitably targeted for the individual.
- Liasing with outside agencies to ensure, where possible, targeted provision remains in place and is effective in delivery.
- Making at least two phone calls weekly to parents of pupils who are considered vulnerable or have specific learning difficulties, receiving feedback on home learning offer and refining approach where necessary. Calls to be made through MS Teams (without cameras being enabled)

Pupils and parents

Staff can expect pupils learning remotely to:
- Be available for learning during the school day
- Complete work to the deadline set by teachers and will be shared on SeeSaw. Work can also be shared by email
- Please do ask for help if you need it
    - If you need assistance please do not hesitate to contact us by email or contact your teacher through your class SeeSaw link
    -

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
- if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – talk to the our subject leads, our Vice Principal or SENCo
- Issues with behaviour – talk to our Principal or Vice Principal
- Issues with IT – talk to our Principal or Vice Prinical and log a ticket using XMA's Support Desk
- Issues with their own workload or wellbeing – talk to our Principal

- Concerns about data protection – talk to our Principal
- If you have any concerns about safeguarding – please contact our DSL, Daniel Upfield or our DDSL, Shineade Burton

Data protection

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.

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.

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).

Safeguarding

Please refer to our Safeguarding Policy which can be found on our website

https://arkswift.org/policies/safeguarding