

Sunnyside Academy

Remote Learning Policy

DATE OF REVIEW	January 2021
NEXT REVIEW DATE	January 2022
RESPONSIBILITY	DHT & AHT

Aims

In the event of school closure, this remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out the expectations for all members of our school community with regards to remote learning
- Provide appropriate guidelines for data protection

DFE Expectations

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- *use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- *give access to high quality remote education resources*
- *select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- *provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- *recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- *provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- *gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- *enable teachers 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*
- *plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers and/or staff*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on longterm projects or internet research activities.

Timescale

This policy will come into effect in the event of:

1. A full lockdown involving the whole school
2. A partial lockdown involving either a whole bubble or part of a bubble
3. Individual children being affected

Roles and responsibilities

Role	Responsibilities
Head Teacher DSL	<ul style="list-style-type: none"> • Monitor the effectiveness of remote learning via feedback from SLT, teachers, pupils and parents • As one of the Designated Safeguarding Lead, set out measures for keeping the school community safe • Monitor the security of remote learning systems, including data protection and safeguarding considerations
Deputy Head Assistant Heads	<ul style="list-style-type: none"> • Co-ordinate the remote learning approach across the school <ul style="list-style-type: none"> - Liaise with Phase Leaders, SEND Leaders and Class Teachers to ensure provision for those affected by school closure/those individual pupils needing to isolate • Monitor remote learning and provide support and guidance for families where needed. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below • Liaise with year groups to ensure work is available each day for pupils and the needs are met for those affected by school closure • Liaise with Phase Leaders, SEND Leaders and Class Teachers to co-ordinate provision for those individual pupils who need to isolate • Review the security of remote learning systems and identify any data protection breaches • Provide technical support for staff
Phase Leaders	<ul style="list-style-type: none"> • Support teams with creating accessible remote learning content and ensuring deadlines for updating Teams are met each week • Ensure materials for those individuals, within their Phase, who need to isolate is provided • Promote Acceptable Use Policy with Phase • Liaise with Teachers and teaching Assistants: co-ordinate and monitor remote content • Follow up on completed/incomplete work within their Phases
SEND Leaders	<ul style="list-style-type: none"> • Ensure welfare checks are made regularly for children with EHCPs and other vulnerable children • Liaise with Class Teachers and Learning Support Assistants to ensure that alternative work has been provided for SEND pupils where necessary • Make weekly phone calls home to targeted individual children. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, the Safeguarding Lead should be informed – refer to Safeguarding section below
Teachers	<p>Teachers are responsible for:</p> <ul style="list-style-type: none"> • Setting learning assignments for children in their class/year group on a weekly basis using Microsoft Teams and/or work packs • Teachers may use a combination of alternative online platforms to deliver lessons, e.g. My Maths, Lexia, Reading Plus, Times Table Rock Stars etc. • Teachers may also set work that incorporates online platforms and materials recommended by the DfE e.g. Oak Academy • Support families with technical difficulties in order to enable remote access • Work to be collated in pupil workbooks where appropriate • Follow up on completed/incomplete work within their class

The table below sets out the content of our remote learning approach in line with the age and stage of our children. For children in our Early Years Foundation Stage, we know that learning happens best through play, where they can pursue their own interests and where they can explore, create and think critically. During remote learning, staff will provide, via email, a mixture of short, online lessons plus ideas for practical and creative activities that children and parents can engage with at home.

<p>EYFS Daily lessons include:</p> <ul style="list-style-type: none"> • Reading/Phonics • Maths using WRM • Ideas for Creative Play <p>Children may access Reading and Phonics materials.</p>	<p>KS1 (3 Hours per day) Daily lessons include:</p> <p>Teachers will use Microsoft Teams to deliver daily lessons which include:</p> <ul style="list-style-type: none"> • Reading/Phonics • English • Maths <p>Weekly sessions of:</p> <ul style="list-style-type: none"> • Science • Computing • Minimum of one Foundation Subject 	<p>KS2 (4 Hours per day) Daily lessons include:</p> <p>Teachers will use Microsoft Teams to deliver daily lessons which include:</p> <ul style="list-style-type: none"> • Reading/Phonics • English • Maths • Big Maths or Mental Maths <p>Weekly sessions of:</p> <ul style="list-style-type: none"> • Science • Computing • Minimum of two Foundation Subject
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Pupils with SEND

We understand that learning activities may look different for each child and may need to be personalised to each child. For example, we may need to provide enlarged or brailled work or provide tasks that can consolidate prior learning so that key information can be retained. We also acknowledge that some children will need more time to complete tasks so may not get the same amount of work as other mainstream pupils. Regular communication with the class teacher is very important in getting this learning right.

Providing Feedback

- All Class Teachers will acknowledge and provide individual written feedback to all children's submitted work within 48 hours via Teams or weekly in the case of work packs

Providing Remote Learning for Children with No Access to Online Platforms

Class Teachers are responsible for:

- Checking children's eligibility for technical support via internet access/laptop provision
- Providing paper work packs (following guidance as above) delivered and previous week collected each Friday or Monday
- Communicating with families via telephone to explain expectations and provide guidance and support

Setting Remote Learning in the Event of Individuals Being Affected

Where a child is unable to attend school because they are complying with clinical or public health advice the school will endeavour to:

- Provide lesson materials on Teams and/or via paper work packs for children to complete
- Encourage families to access online resources

Keeping in Touch with Pupils who are Not in School and their Parents/Carers

Staff are responsible for:

- Responding to emails or messages via Teams from pupils/parents/carers on a daily basis during normal working hours
- Weekly contact with pupils – prioritising vulnerable or hard-to-reach families. Phone calls should be made using school phones. Where this is not possible because staff are working from home and using personal devices, then teachers must withhold their personal numbers. Outcomes of calls must be recorded on CPOMs including any concerns

Learning Support Assistants	<ul style="list-style-type: none"> • Be available for timetabled Microsoft Team calls with allocated year group colleagues • Report any concerns in the first instance to class teacher/Phase Leader. In the case of sensitive or safeguarding concerns being shared by a pupil or parent, one of the Safeguarding Lead should be informed • Liaise with Class Teachers to create and compile remote and paper work packs • Download and mark work from Teams • Work under the direction of the Phase Leaders and Class Teachers • Support learning in classes for vulnerable and critical worker pupils • Support families with technical difficulties in order to enable remote access using User Guidance for Microsoft Teams • Work to be collated in pupil workbooks where appropriate
Pastoral Team	<ul style="list-style-type: none"> • Weekly phone calls to specified vulnerable pupils • Conduct welfare checks with families of vulnerable children as and when required • Contact Social Workers with updates on vulnerable families • Deliver paper work packs for those families without access to remote on-line learning alongside other staff members
Governing Body	<ul style="list-style-type: none"> • Monitor the school's approach to providing remote learning to ensure the education offer remains high quality • Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons
Pupils	<ul style="list-style-type: none"> • Read and agree to the Acceptable Use Policy • Complete online learning or paper work packs (children are not expected to print out worksheets) submitting home learning responses and completing assignments using Microsoft Teams/Word/Photographing completed work where applicable • Alert teachers if work is not submitted • Seek help from teachers online if needed
Parents/ Carers	<ul style="list-style-type: none"> • Read and support children with understanding the Acceptable Use Policy terms • Support children each day to ensure pupils have accessed learning and submitted tasks • Alert staff if their child is sick or unable to submit learning • Email Class Teachers or message via Teams

Virtual Meetings

During remote learning, all staff are expected to:

- Be available to attend virtual meetings
- Dress in an appropriate and professional manner
- Select areas to be recorded for virtual meetings carefully: there should be little background noise and there should be nothing inappropriate/personal visible. (Blank/neutral backgrounds are ideal to prevent sharing of personal details or information about staff.)

Safeguarding

Our Child Protection/Safeguarding Policy has been updated to reflect the current situation

Monitoring arrangements

This policy will be reviewed at appropriate intervals in response to the pandemic by SLT