



REMOTE EDUCATION POLICY

The Learn to Live Federation Vision states:

Everyone will be the best that they can be;
Everyone has a voice;
No one is excluded.

We are committed to working in close partnership with families to mirror our vision through remote learning. We recognise each family is unique and as such remote learning will look different in order to suit individual needs. This is reflective of our person-centred offer.

Aims

This Remote Education Policy aims to:

- ✓ Ensure consistency in the approach to remote learning for all learners who are not in school through use of quality online and offline resources and teaching videos.
- ✓ Provide clear expectations to the members of the federation-wide community with regards to delivery high quality interactive remote learning.
- ✓ Include continuous delivery of a stimulating and challenging curriculum, as well as support of Motivation, Health and Wellbeing and Parent support.
- ✓ Online continued education for staff and parents (e.g. Makaton, Phonics and CPD).
- ✓ Support effective communication between the school and families, and support attendance.

Who is this policy applicable to?

- ✓ A learner absent because they are awaiting test results and the household is required to self-isolate. The rest of their school bubble are attending school and being taught as normal.
- ✓ A child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- ✓ Any learner requiring time at home, possibly for recovery from a medical procedure.
- ✓ All learners in the event of a localised or national lockdown.

Remote learning will be shared with all families on our home learning site/s as it is produced.

Home and School Partnership

We are committed to working in close partnership with families and recognises that each family is unique. Because of this, remote learning will look different for each family in order to meet their individual needs and the needs of each pupil.

We would encourage parents to support their child's work, including finding an appropriate place to work and, to the best of their ability, support their child with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set regularly. Should accessing work be an issue, parents should contact their child's class teacher promptly and alternative solutions may be available. These will be discussed on case-to-case basis.

The Learn to Live Federation will provide support with Evidence for Learning as appropriate and where possible, provide personalised resources.

Roles and responsibilities

If any staff are unable to work for any reason during a localised or national lockdown, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

Teachers

When providing remote learning, teachers are responsible for:

- Setting work:
 - Teachers will set work for the learners within their Key Stage.
 - Provide a week of activities will cover the breadth of a diverse curriculum.
- Providing feedback on work:
 - Parents are encouraged to evidence their children's work on Evidence for learning.
 - Teachers will respond to this evidencing at least once a week.
- Keeping in touch with pupils who are not in school:
 - If there is a concern around the level of engagement of a pupil/s, parents should be contacted via phone to assess whether school intervention can assist engagement.
 - All parents/carers are to be contacted via phone or email regularly, based on their preferences shared at Parents' Evening.
 - Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. Any safeguarding concerns should be referred immediately to the Designated Safeguarding Lead.

Teaching Assistants

In the event of a localised or national lockdown, teaching assistants will be provided a breadth of online learning for CPD. They must also complete tasks as directed by their class teacher and attend virtual meetings.

Senior Leaders

Senior Leaders are mindful of teacher workload and will monitor this closely. Senior leaders will also:

- Co-ordinate the teaching approach across the federation and monitor pupil engagement through CPOMs and EFL.
- Monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Work with the School support services teams and teachers to ensure that all EHCP reviews and planned parent/teacher meetings continue via Teams.
- Work collaboratively with the IT team to monitoring the security of remote learning systems, including data protection and safeguarding considerations.

Designated Safeguarding Lead

- The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding Policy.
- DSL's will work very closely with the SLT who will report daily if children or families do not engage or respond to communications.
- Will ensure that all staff are kept up to date on latest safeguarding developments and have read and understood all key safeguarding documents.

IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and distribute work.
- Helping staff and, when possible, parents with any technical issues they're experiencing.
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer.
- Coordinating, editing and uploading material to the school website

The Core Business Team

- Ensuring value for money when arranging the procurement of equipment or technology.
- Ensuring that the school has adequate insurance to cover all remote working arrangements.
- Managing online learning costs.

Governing Board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Remote Learning Support

Staff can expect parents with children learning remotely to:

- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- To share thoughts on what is working and what is not working.

Links with Other Policies

This policy is linked to other policies - please see Safeguarding, Behaviour policy, Data Protection policy and Privacy Notices, Online Safety policy, Code of Conduct and End User Agreements.

Our Offer

Parental engagement is key to overcoming any continued disruption to traditional education and pupil progress. We appreciate home learning for our learners is difficult and we are aware of the demands being put on families at this time.

Parental and learner preference, which has previously been collected are considered when providing our remote learning offer. Through our Learn portal, all learners are provided with a breadth of learning activities across the curriculum which promote development and are of a high quality. The areas of our online learning portal are split into EYFS, Lower School, Upper School, FE, Phonics and Enrichment. The EYFS portal covers the seven areas of the curriculum; the Lower School and Upper School portals cover English, Maths, PSHE and Communication and the learning areas within these subjects are outlined in the progression documents completed by the Federation Subject Leads. Additionally, suitable printed resource packs for learners are used in the home setting. This is all linked to the expectations of our federation curriculum. Furthermore, additional learning through websites are highlighted for all learners.

Learners who are self-isolating, shielding or must stay at home due to localised restrictions can access the online learning content set by teachers, printed work packs and targeted additional learning sites. Teachers work together within their Key Stages across the Federation to create differentiated learning opportunities per half term whilst working at school. The two schools work on a Week A and Week B rota where a teacher from each Key Stage creates online content when it is their week. Teachers take it in turns to create online content. This content is created during their PPA time and the rest of the Key Stage supports that teacher by supplying them with generic in-school planning for that week. Videos are no longer than 8 minutes to help keep the attention of the audience and there is a Teacher's Notes video for the supporting adult and a video for the learners. Additionally, there is a learning activity for three sets of learners. These are Blue, Pink and Green Learners. All areas of our curriculum are covered by having a list of all subject areas which is followed.

Staff who are self-isolating but are not ill are to create content for home learning by making packs or online videos.