

# Central Co-operative Learning Trust

## Remote Education Policy

### 1. Statement of School Philosophy

At Central Co-operative Learning Trust, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with remote learning, such as online safety, access to educational resources, data protection, and safeguarding.

### 2. Aims

This Remote Education Policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning
- Support effective communication between the school and families and support attendance

### 3. Who is this policy applicable to?

- A child (and any siblings that are pupils within a CCLT school) who is 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.
- In the event of a school closure due to significant rise in the R rate in the local area (tier 4 restrictions) or a national lockdown has been imposed.

Remote learning will be shared with families when they are absent due to COVID related reasons and not to all at the start of the week.

### 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan could include:

- Online tools for EYFS KS1 KS2 (*Tapestry Google Classroom*), as well as for staff CPD and parents' sessions.
- Use of Recorded video (*or Live Video if used*) for Start Day registration, instructional videos and assemblies
- Phone calls home
- Printed learning packs for those families who have no access to a device and the internet
- Physical materials such as story books and writing tools

Use of BBC Bitesize, Oak Academy, Deepening Understanding, Charanga, Pobble 365, Hamilton Trust, White Rose Maths, NCETM

The detailed remote learning planning and resources to deliver this policy can be found here:

*Include hyperlinks to:*

- Model Timetable and structure for remote learning
- Teacher Code of Conduct for Phone calls, Video conferencing and Recorded Video
- End User Agreements for Google Classroom and Tapestry

## 5. Home and School Partnership

Central Co-operative Learning Trust is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Central Co-operative Learning Trust will provide a refresher online training session and induction for parents on how to use Google Classroom and Tapestry as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Central Co-operative Learning Trust would recommend that each 'school day' maintains structure

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

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

All children sign an 'Acceptable Use Policy' at school which includes e-safety rules and this applies when children are working on computers at home.

## 6. Roles and responsibilities

### Teachers

*To note: the responsibilities below relate to where a whole class/bubble is isolating and would be reduced when it is fewer children isolating and the majority of the class are in school.*

Central Co-operative Learning Trust will provide a refresher training session and induction for new staff on how to use Google Classroom.

When providing remote learning, teachers must be available between 9.30 – 11.30 and 1.30 – 3.30

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.

When providing remote learning, teachers are responsible for:

- Setting work:
  - Teachers will set work for the pupils in their classes. This includes those responsible for streamed groups in schools where this is applicable
  - The work set should follow the usual timetable for the class had they been in school, wherever possible
  - Work will be shared daily and expectations will be set during the registration session
  - Teachers in Nursery and Reception will be setting work on *Tapestry*
  - Teachers in Year 1, 2, 3, 4, 5 and 6 will be setting work on *Google Classroom*.
- Providing feedback on work:
  - Reading, writing and maths work - all completed work to be submitted by 1.30pm to guarantee teacher response and comments by 5pm.
  - All curriculum tasks submitted by 3.30pm and teachers will comment at the end of the week.
- Keeping in touch with pupils who aren't in school and their parents:

- 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 parent/carer emails should come through the school year group accounts (e.g. year1@outwoods.staffs.sch.uk)
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT – for any safeguarding concerns, refer immediately to the DSL

## Teaching Assistants

Teaching assistants must be available between 9.30 and 11.30 and 1.30 and 3.30 on the afternoons that they work. This is to be reviewed with year group colleagues and SLT.

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.

During the school day, the teaching assistants must complete tasks as directed by a member of the SLT.

## Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school including daily monitoring of engagement.
- Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents
- 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 and Child Protection Policy.

## IT Technicians

IT technicians are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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
- Assisting pupils and parents with accessing the internet or devices

## The SENCO

Liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- Identifying the level of support

## The School Finance Officer

- 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.

## Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers

- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

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

## **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

## **7. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct for Phone calls, Video conferencing and recorded video
- End User Agreements for Google Classroom and Tapestry