



BRACKENSDALE
SPENCER ACADEMY

Remote learning policy

Name of school: Brackensdale Spencer Academy
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Author/s of policy: Sorcha Walmsley
Approved by: IEB, Paul Davies, Chair of Governors

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
08.03.2021	S Walmsley	Alterations according to expectation once all children return to school	08.03.2021

Contents

1. Aims	3
2. Roles and responsibilities	3
3. Who to contact	8
4. Data protection	8
5. Safeguarding	9
6. Monitoring arrangements	9
7. Links with other policies	9



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1. Aims

This remote learning policy for staff aims to:

- › 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 and is clear about the expectation for individuals isolating and bubble closure
- › Provide appropriate guidelines for data protection

2. Roles and responsibilities

It is the role of teachers, phase leaders, SEND and SLT to ensure remote learning is in place and consistent throughout the school. Parents have the responsibility to make sure their child has the adequate space and equipment to undertake remote learning and to engage with school to address any individual barriers that may prevent children from being able to engage with the remote offer.

2.1 Teachers

When providing remote learning, teachers must be available between 8:30-4:30.

If they are unable to work for any reason during this time, for example due to sickness, please follow the normal procedures for informing school:

In the event of a member of staff being absent through illness or for any other reason, they are asked to contact the school office on 01332 3483134; and Joanna McGregor (Principal) or Sorcha Walmsley (COVID coordinator) by 7:30am on the first day of absence. The office staff will ensure that the School Business Manager (SBM) is contacted as soon as is practical on the first day of absence. It is imperative that the SBM is made aware of the reason for the absence and the likely length of absence. The SBM should be informed of any changes to the likely date of return, or circumstances for the absence as soon as possible, and at the latest, before 3.30pm on the school day before the due date to return.

For sickness absence that exceeds 7 days, a Fit Note is required. This needs to be completed and signed on the reverse and sent or handed to SBM. From 6 April 2010, Fit Notes replaced Sick Notes, this is a new Medical Statement that doctors issue, replacing the old sick note and aiming to provide more information on an employee's medical condition and how it affects their ability to return to work.

Please also inform Sorcha Walmsley who will be able to coordinate with relevant staff members to ensure that the remote learning offer is sorted for the period of absence

When providing remote learning, teachers are responsible for:

- › Setting work – **individual child isolating** - mainstream:
 - The remote learning expectations will be posted on the first day of absence on a PDF document. This will highlight the key learning and activities to support this that will take place in school that week.
 - There will be one English, one Maths, one Reading and one foundation subject (plus Phonics for EYFS, Y1 and specific Y2 children per day). This will include links to resources that will allow the children to learn the key concepts that were expected in school.
 - This will amount to 2-3 hours learning time across the day, depending on age and ability of the children.
 - Where possible, the children should send back evidence to the class teacher.
 - The remote offer mirrors the in-school offer that children are receiving in school.
 - Upon the individual's return to school, there will be a catch up conversation. This may involve acknowledging that they have fully engaged with the home learning and are ready to access their new learning or what catch up support is require to replace missed learning.

➤ Setting work – **whole bubble closure** - mainstream:

- The remote learning teacher for that week will be identified at the start of the week on Dojo (if it alternates) and will be responsible for setting the work required for the children.
- There will be one English, one Maths, one foundation subject and 3 non –fiction reading activities (accessing the fiction activities will be done through the catch up programme upon the child’s return to school) plus Phonics for EYFS, Y1 and specific Y2 children. This will be a recorded Loom video and/or appropriate resources to facilitate the learning. An activity will be set on the child’s Class Dojo Portfolio to complete and send back to the remote learning teacher where possible.
- This will amount to 3-4 hours learning time across the day, depending on age and ability of the children.
- The work for the day will be uploaded by 9am on the child’s Class Dojo portfolio.
- School are using recorded videos to support the remote learning offer – this allows families to build their children’s learning expectations around other commitments that they may have in the house.
- The live sessions are pre-arranged on an individual level to ensure that parents and children can fit them into their day.
- On Friday, there is a slightly altered provision called Fri-Yay! This is to lessen screen time and allow children application of skills away from the screen. The morning sessions will involve a spelling/phonics session, a timetable/problem solving session, free reading and then an option of afternoon activities linked to the curriculum.
- The remote offer mirrors the in-school offer that vulnerable children and children of key workers are receiving in school.
- If the bubble collapses, **please follow the A4 page remote learning offer for the first day**, this will allow the teachers time to create the resources required for the whole bubble closure to be ready for the following day.

➤ Setting work – **whole bubble closures** and **individual child isolating** - EHCPs:

- School acknowledges that children with SEND and especially children with EHCPs will need a slightly different package to engage with their learning from home.
- All children with EHCPs will have a risk assessment that will be shared with parents and relevant staff to ensure that their needs can be met at home when needed.
- The remote learning package around a child with SEND will try to meet the provisions set out in the child’s EHCp and resources will be sent home to support this.
- The remote learning package around a child with an EHCp will be bespoke to that child to allow them to best engage with their learning. Some examples, but not all, are:
 - 1:1 interventions over TEAMS
 - Work-packs so the children work through something physical
 - Differentiating learning to make it accessible to a child with SEND
 - Providing devices to support
 - Providing resources used in school to replicate learning in the home – enlarging resources, visual timetables, regulating toys etc.

➤ Setting work – **whole bubble closures** and **individual child isolating** – nursery:

- The learning from the week is collated into a single page overview for parents to engage with from home if the child is having to access remote education for a period of time
- Photos and evidence should be sent to the Nursery lead through Dojo and the Nursery lead will incorporate this evidence into the child’s Tapestry portfolio to contribute to their ages and stages assessment.

➤ Providing feedback on work:

- Work submitted on the children's portfolio page on Class Dojo will be responded to within 48hrs of being submitted (unless this falls over a weekend where it will be responded to on Monday).
- During 1:1 virtual check-ins, staff will provide feedback verbally to the children.
- Fri-yay activities do not have to be submitted to the teacher but photos of the children engaging with activities would be appreciated.

➤ Keeping in touch with pupils who aren't in school and their parents:

- Children should have daily contact with school staff through completion of work.
- Children should have visual/auditory check-ins either 1:1, small group or whole cohort 3 times a week. ONE must be visual. This is to ensure that children can see their peers and prevent isolation from school while accessing remote education; support with any issues raised over the week in terms of learning; engage in 1:1 tuition as appropriate; and ensure children are keeping well and safe. This is the case for **whole bubble closures** and **individual child isolating**, when they isolate for 10 days.
- Any complaints or concerns should first be addressed with the remote learning teachers who may be able to support you to overcome these. If that does not work, please contact Miss Walmsley, as the designated senior leader for remote education and if the concern continues, please follow the [school compliments and complaints policy](#).
- For families where work is not regularly completed, they will be contacted to offer support and see if there are any barriers that can be addressed to allow re-engagement with learning to happen. This may involve but is not limited to:
 - Providing a device to engage with the remote learning offer
 - Prioritising learning into must, should and could
 - Providing additional resources to support a SEND such as visual timetable or enlarged print.

➤ Attending virtual meetings with staff, parents and pupils:

- Staff, parents and children need to ensure that they are dressed appropriately during live session and that background noise is kept to a minimum where possible.
- Where staff and children are taking part in a live, online session, parents and carers need to complete a [risk assessment/consent form](#) that covers safeguarding and data protection including:
 - An adult must be present in the room while the live session is happening.
 - The session will be recorded and stored for 20 days on a secure platform.
 - Data is only being used to facilitate the session and will not be shared with third parties.
- The majority of live sessions for staff should be held in school but where there are occasions that this has to happen from a staff member's home, please ensure that you follow the above procedures and inform anyone else in your home at that time that you are completing a live session to avoid unnecessary interruptions.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3:15pm.

If they're 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.

In the event of a member of staff being absent through illness or for any other reason, they are asked to contact the school office and/or Joanna McGregor (Principal) or Sorcha Walmsley (Senior Leader for Remote Education) by 7:30am on the first day of absence. The office staff will ensure that the School Business Manager (SBM) is

contacted as soon as is practical on the first day of absence. It is imperative that the SBM is made aware of the reason for the absence and the likely length of absence. The SBM should be informed of any changes to the likely date of return, or circumstances for the absence as soon as possible, and at the latest, before 3.30pm on the school day before the due date to return.

For sickness absence that exceeds 7 days, a Fit Note is required. This needs to be completed and signed on the reverse and sent or handed to SBM. From 6 April 2010, Fit Notes replaced Sick Notes, this is a new Medical Statement that doctors issue, replacing the old sick note and aiming to provide more information on an employee's medical condition and how it affects their ability to return to work.

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

➤ Supporting pupils who are not in school with learning remotely:

- Your class teacher and/or phase leader will inform you about your roles and responsibilities at this time for supporting children who are accessing their learning remotely. Below are some (but not all) examples of what this support may be:
 - Supporting children with SEND to continue their interventions by creating resources.
 - Leading interventions over TEAMS.
 - Creating work-packs for children as directed by class teacher.
 - Listening to children read over TEAMS.
 - Making home-visits to deliver devices, work-packs, complete social well-being checks.
 - Facilitating pre-planned sessions in school to release teachers to support the remote learning offer.

➤ Attending virtual meetings with teachers, parents and pupils:

- Staff, parents and children need to ensure that they are dressed appropriately during live session and that background noise is kept to a minimum where possible.
- Where staff and children are taking part in a live, online session, parents and carers need to complete a [risk assessment/consent form](#) that covers safeguarding and data protection including:
 - An adult must be present in the room while the live session is happening.
 - The session will be recorded and stored for 20 days on a secure platform.
 - Data is only being used to facilitate the session and will not be shared with third parties.
- The majority of live sessions for staff should be held in school but where there are occasions that this has to happen from a staff member's home, please ensure that you follow the above procedures and inform anyone else in your home at that time that you are completing a live session to avoid unnecessary interruptions.

2.3 Subject leads and SENCo

Alongside their teaching responsibilities, subject leads are responsible for:

- Working alongside senior leaders to consider 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 – providing guidance and support for their areas where needed.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Monitoring the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely.

2.4 Senior leaders (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school. Miss Sorcha Walmsley (Acting Deputy Head teacher) has been assigned as the named senior leader for remote education.
- Monitoring the effectiveness of remote learning. This may involve, but is not limited to:
 - Monitoring engagement trackers
 - Ensuring catch-up is being provided and enables children to engage with new learning effectively
 - Viewing Loom sessions and remote education offer through Dojo
 - Reviewing children's portfolio and their submitted work
 - Talking to subject leads about their subject and coverage of the curriculum
 - Ensuring that social well-being activities are happening.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Sharing latest national updates and guidance in relation to remote learning.
- Providing regular CPD for the school's remote learning offer.

2.5 Designated safeguarding lead

The DSL is responsible for:

Please refer to the "[Safeguarding and child protection policy addendum January 2021](#)" for more details of the DSL's responsibilities for remote education.

2.6 IT staff

IT staff are responsible for:

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

2.7 Pupils and parents

Staff can expect pupils learning remotely to (considering the child's age and ability):

- Be contactable during the school day.
- Complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are 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 cannot complete work.
- Seek help from the school if they need it.
 - Dojo's [helpdesk for parents](#) is a good place to start for difficulties with Dojo but please also ask in school if you are unsure and we will help in any way that we can.

- › Be respectful when making any complaints or concerns known to staff.
- › Have read the [Remote Education Provision: information for parents](#) so they have a good understanding of Brackensdale’s remote education offer

2.8 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.

3. 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 relevant subject lead, phase lead or Lauren Wakefield, SENCO
- › Issues with behaviour – Mr Ben Radbourne, Behaviour lead
- › Issues with IT – IT Lead service
- › Issues with their own workload or wellbeing – Phase Leader or SLT
- › Concerns about data protection – Mrs Debbie Cockeram, Data Protection lead
- › Concerns about safeguarding – Ben Radbourne, DSL or Sorcha Walmsley, DDSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- › Be able to access children’s personal data through CPOMs, our school management information system.
- › Staff should use devices through school to access children’s personal information where possible. No data should be stored on personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses, phone numbers, home addresses etc as part of the remote learning system. As long as this processing is necessary for the school’s official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible.

4.3 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)
- › Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends

- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please refer to the “[Safeguarding and child protection policy addendum January 2021](#)” for more details of staff’s safeguarding responsibilities for remote education.

6. Monitoring arrangements

This policy will be reviewed every 3 months by Sorcha Walmsley, named senior leader for remote education. At every review, it will be approved by the Principal.

7. Links with other policies

This policy is linked to our:

- › [Behaviour policy](#)
- › [Safeguarding and child protection policy](#) and [coronavirus addendum to our child protection policy](#)
- › [GDPR policy](#)
- › ICT and internet acceptable use policy – please contact school for a copy
- › Online safety policy - please contact school for a copy
- › [School compliments and complaints policy](#)
- › [Remote Education Provision: information for parents](#)