

Remote Learning Policy

Specific Aims

- To outline All Saints Schools Trust's approach for pupils that, from September 1st 2020, will not be attending school, as a consequence of school closure resulting from local/national lockdowns, quarantine/isolation or due to continued shielding.
- To outline All Saints Schools Trust's expectations for staff that, from September 1st 2020, will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, marking and planning for pupils.

Who is the policy applicable to?

In line with government guidance, pupils, staff and families should self-isolate if they display any of the following symptoms:

- A continuous, dry cough
- A high temperature above 37.8°C
- A loss of, or change to, their sense of smell or taste
- Have had access to a test and this has returned a positive result for Covid-19

Remote learning for pupils that are not able to attend school due to self-isolation or in line with government guidelines

ASST will provide remote learning for pupils that are not able to attend school so that no-one need fall too far behind. In the following points, an outline of the provision will be made and some guidance given on the role of pupils, teachers and parents.

Related Government Guidance

This document is informed by DfE document '*Guidance for full opening: schools*' October 1st 2020 which sets out Government expectations for home learning. This states:

'Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education.'

Recognition of circumstances

At All Saints Schools Trust, we feel strongly that keeping regular learning going during the period that schools are closed is of great importance to reduce the impact on children's education. However, we also understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. Due to this, we are providing a flexible approach to remote learning. Whilst our offer will include

direct teaching, we will set up lessons so that they be completed asynchronously to make it easier for parents to manage.

The following methods will be used to set work:

One day off

Pupils to complete homework for the week/read

Awaiting tests results

Short-term provision based on current classwork. This could also include Purple Mash and My Maths online work or relevant links to [White Rose Maths](#) and [Oak National Academy](#).

Local/ National Lock down/ bubble closure

Our learning platforms, structured around Google Classrooms, will be used to manage our offer. Our work will be based on the current Government guidance (as of 1st October 2020) which expects the following:

- *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*

In practice, we expect that as a minimum, there will be work set that is sufficient for a daily lesson of maths, literacy and one other subject. Whilst it is desirable for teaching staff to create videos of explanations, this could also include links to outside sources such as [White Rose Maths](#) and [Oak National Academy](#).

Family (pupil/parent/guardian) role

- Where possible, it is beneficial for young people to maintain a regular and familiar routine.
- ASST would recommend that each 'school day' maintains structure.
- Families should look at school work together, and then make appropriate plans to complete the work.
- Should anything be unclear in the work that is set, parents can communicate with class teachers via the school email address
- Every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices.
- 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.

Teacher expectations

- In addition to their in-school work with classes, teachers from All Saints Schools Trust will continue to support children that are unable to attend.
- Teachers should plan work that is relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners.
- Teachers should utilise videos for key teaching points in English, Maths and the wider curriculum and either upload directly onto Google Classrooms/Purple Mash or make safe and secure links to them if they are stored elsewhere e.g. school Youtube channels.
- Teachers should check the contributions that children make to their learning.
- Any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home. Textbooks and workbooks can be sent home to support this.
- To respond, within reason, promptly to requests for support from families at home. This should be done via email, the learning platform or by adding further video guidance for families. Staff and parents should communicate via the school office.
- Should a staff member require support with the use of technology, it is their responsibility to seek this support in school, including attending related training, and Senior Leaders will ensure that support is given promptly.
- Maintain regular contact with pupils during term-time closure. A short phone call or online meeting will be held fortnightly (this may be more frequent in some cases).
- Any online meeting will be conducted in accordance with the 'trust policy on online meeting software.
- Any safeguarding concerns will be recorded and escalated to the Designated Safeguarding Lead at the earliest opportunity.

Teaching Assistant expectations

- Check work emails and be available when called upon to attend school or assist with supporting teachers with remote learning such as preparation of resources.
- Act as a supporting adult for teachers during online meetings.
- Carry out online training as directed by senior staff.

All staff

- Whilst we recognise the complexity of personal circumstances during a pandemic, staff should be available and easily contactable between 9am and 3pm (or their working hours if part-time). 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 procedures to their line manager.

Remote teaching for staff who are self-isolating

Teaching staff are required to self-isolate if they show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this. If a member of staff is required to self-isolate, they are expected to:

- Follow normal reporting procedure for planned absence.
- Following contact with school, a referral to Occupational Health to support that individual. School also suggest, that if needed, staff can contact the Employee Support Programme individually. Details of this can be obtained from Pam Pickard.
- School will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
- Whilst self-isolating, and if able to do so, staff will be given an individual project to work on which is line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis.
- Staff may also be asked to support with the online learning provision for their year group.

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 systems are appropriately secure, for both data protection and safeguarding reasons
- Monitoring staff well-being and offering support as necessary.

Data protection

School administrators have the ability to locate personal details of families when required. Staff should not share any details with third parties. All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Where possible, work on school managed devices at home.
- Ensure that the device is password-protected (ideally with 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 the device among family or friends.
- Ensure the device has antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

Safeguarding

- Please see the COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.
- Ensure online safety is included as part of any home learning package.

Monitoring arrangements

- This policy will be reviewed as and when updates to home learning are provided by the government.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy