

Policy	Remote Learning Policy
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Approved by	Academy Council
Date of Approval	September 2021
Review Date	September 2022

1. Statement of academy policy

Upwell Academy has always strived to be creative, innovative and support our parents/carers/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this and has been written in conjunction with the DFE's Remote Education Good Practice Document.

2. Aims

This remote learning policy aims to:

- Minimise disruption to pupils' education and the delivery of the curriculum.
- Ensure consistency in the approach to remote learning for all pupils (including SEND) who are not in school through the use of quality online and offline resources and teaching videos.
- Provide clear expectations for members of the academy community with regards to delivering high quality remote learning.
- Include continuous delivery of the school curriculum, as well as supporting wellbeing, motivation and providing parental support.
- Support effective communication between the academy and families, and support attendance.
- Protect pupils from the risks associated with using devices connected to the internet. Ensure staff, parents 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.

3. Who is the policy applicable to?

- A child (and any siblings also attending Upwell Academy) 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 has tested positive for Covid-19 and is isolating.

4. Content and tools to deliver this remote learning plan

Resources include:

- Online tools for reception, KS1 & KS2 (through Dojo).
- Use of recorded video, instructional videos and assemblies.
- Phone calls home
- Printed learning packs
- Physical materials such as reading books and exercise books
- Use of BBC Bitesize, Oak Academy and other educational websites

5. Home and Academy Partnership

Upwell Academy 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.

Upwell Academy will provide a refresher training session and induction for parents on how to use Dojo.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Upwell Academy 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 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 shared at a regular time each day. Should accessing work be an issue, parents/carers should contact the academy promptly as alternate solutions may be available. These will be discussed on a case-by-case basis.

6. Roles and responsibilities

6.1 Teachers (whole bubble isolating)

When providing remote learning, teachers must be available between 8.30am and 4.30pm. 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 daily work for the pupils in their class following the medium term plans, planning for maths, English and topic each day. Plan for specific needs such as SEND.
- The work set should follow the usual timetable for the class had they been in school, where possible
- Work will be shared daily at 9am by Dojo.
- Use some instructional videos to support the children's understanding, especially where the content is new. This could be a pre-recording of the teacher, the use of a video from a specified site such as BBC Bitesize or Oak Academy. In order to ensure children and parents/carers familiarity with this approach, teachers will share what learning would look like through example homework activities.
- Using assessment of work completed, consider providing further work to support, consolidate or extend.
- Projects might be set to assess knowledge or to generate enthusiasm and engagement, but this will not form the basis of teaching.
- Prepare a list of online resources and free apps which parents, carers and children can access.
- Be mindful that many families will not have access to printers.

Providing feedback on work:

- All completed work to be submitted by 2pm to allow time for teacher feedback. Anything after this time will be looked at the next day.
- At least one piece of maths, English and topic will receive deep marking each week where the child will be expecting to respond.

Keeping in touch with pupils who are not in school and their parents:

- Teachers will monitor engagement and record it weekly. If there is a concern around the level of engagement of a pupil, parents/carers should be contacted via phone to assess what further support the academy can provide.
- All parent/carer emails should be addressed to the office.
- Any complaints or concerns shared by parents or pupils should be reported to a member of SLT. Safeguarding concerns should be immediately referred to a DSL.

6.2 Teachers (Individual child isolating)

- Teachers will provide work on the first day of absence, which will be shared via dojo. This might not be matched to the work children are completing in class if short notice of absence is given.
- Subsequent days will follow the planning for children in school.
- All work is to be uploaded to the child's portfolio daily and will be responded to after the end of the school day.

6.3 Teaching Assistants

Teaching assistants must be available during their usual working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

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

Support teachers with changing reading books on a weekly rota and keep clear records of books read by each child.

6.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the academy including weekly monitoring of engagement.
- Monitoring the effectiveness of remote learning eg through regular meetings with teachers, reviewing work set or obtaining feedback from families.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Providing pre-recorded assemblies or resources to promote well-being and the Academy Values.
- Keep parents updated via information from Norfolk County Council and Government updates.
- Implement a staff rota system to provide care and education for Key Worker and vulnerable children.
- Where applicable, the school may provide the following provision for pupils who receive FSM:
Making packed lunches or food parcels available for delivery or collection
Providing vouchers to families

6.5 Designated Safeguarding Lead

Arrange for vulnerable children to attend the academy where possible.

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see our Safeguarding Policy.

Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.

Identifying vulnerable pupils who may be at risk if they are learning remotely.

Identifying the level of support or intervention required where pupils learn remotely and ensuring appropriate measures are in place.

Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working, ensuring all safeguarding incidents are adequately recorded and reported.

The DSL will arrange for regular contact with vulnerable pupils once per week at minimum, with additional contact, including home visits, arranged where required.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All members of staff will report any safeguarding concerns to the DSL immediately.

Provide regular E-safety reminders (provided by the computing lead)

Ensure parents are aware of what their children are being asked to do eg sites they have been asked to use and staff they will interact with.

Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.

Direct parents to useful resources to help them keep their children safe online.

6.6 The SENDCo

Provide access to IT programmes used in school.

Ensure that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Principal and any other appropriate organisations. However it is preferential for them to attend the academy daily where possible eg during a lockdown.

Identify the level of support or intervention that is required while pupils with SEND learn remotely.

Ensure that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

6.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers, to the best of the pupil's ability.
- Upload to Dojo Portfolio ensuring work is correctly orientated, clear and readable.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are unable to complete their work.
- Pupils who are unwell are not expected to be present for remote learning until they are well enough to do so.

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is ill or otherwise unable to complete work. Parents will inform their child's teacher no later than 9am if their child is unwell.
- Seek help from the school if they need it.
- Provide encouragement and some support such as reading.
- Return and collect reading books on a weekly rota.

7 Monitoring and review

This policy will be reviewed on an annual basis by the Principal.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

The next scheduled review date for this policy is the Autumn term 2022.