

Sunnyside Spencer Academy



Remote Learning Policy

September 2020

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Statement of intent

At Sunnyside Spencer Academy, we understand the need to continually deliver high quality education, including during periods of remote working for all children.

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

This 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

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
- Data Protection Act 2018

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2019) 'Keeping children safe in education'
- DfE (2019) 'School attendance'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2016) 'Children missing education'
- DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

1.3. This policy operates in conjunction with the following school policies:

- **Safeguarding Policy**
- **Data Protection Policy**
- **Positive Relationships and Behaviour Policy**
- **Online Safeguarding Policy**
- **Acceptable Use Policy and Acceptable Use Agreement (Zoom)**
- **Staff Code of Conduct**

2. Roles and responsibilities

2.1. The **governing board** is responsible for:

- Ensuring that the school has robust risk management procedures in place. Ensuring that the school has a business continuity plan in place, where required.
- Evaluating the effectiveness of the school's remote learning arrangements.

2.2. The **headteacher** is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an **annual** basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of remote learning.
- Conducting reviews of the remote learning arrangements to ensure pupils' education does not suffer.
- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with remote learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

2.3. The **DSLs** are responsible for:

- 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.
- Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with other organisations to make alternate arrangements for pupils who are at a high risk where required.
- Identifying the level of support or intervention required while 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.

2.4. The **SENCO** is responsible for:

- 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 or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period. for learning remotely is accessible to all pupils and staff.

2.5. Staff members are responsible for:

- Adhering to this policy at all times during periods of remote learning.
- Reporting any safeguarding incidents to **DSLs** and asking for guidance as appropriate.
- Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

- Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the **headteacher**.
- Reporting any defects on school-owned equipment used for remote learning to the Computing Lead and/or AIT
- Adhering to the **Staff Code of Conduct** and the **Acceptable Use Agreement** at all times

2.6. Parents are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring their child is available to learn remotely at the times set out in their timetable and that the schoolwork set is completed to the best of their child's ability
- Reporting any technical issues to the school as soon as possible.
- Allowing the teachers to deliver the lesson without interruption
- Ensuring their child uses the equipment and technology used for remote learning as intended. This includes not taking videos or screenshots during the lesson
- Adhering to the **Acceptable Use Agreement** at all times

2.7. Pupils are responsible for:

- Adhering to this policy at all times during periods of remote learning
- Ensuring they are available to learn remotely at the times set out in in their timetable, and that their schoolwork is completed to the best of their ability
- Reporting any technical issues to **their teacher** as soon as possible
- Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set
- Ensuring they use any equipment and technology for remote learning as intended. This includes not taking videos or screenshots during the lesson if learning is live on Zoom or pre recorded
- Adhering to the **Acceptable Use Agreement** at all times

3. Resources

Learning materials

- 3.1. For the purpose of providing remote learning, the school may make use of:
 - Work booklets
 - Class Dojo
 - Educational websites
 - Reading tasks
 - Live lessons using Zoom (if appropriate)
- 3.2. Teachers will review the DfE's list of online education resources and utilise these tools as necessary, in addition to existing resources
- 3.3. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning
- 3.4. Lesson plans will be adapted to ensure that the curriculum remains fully accessible via remote learning, where practical
- 3.5. Teaching staff will liaise with the **SENCO** and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period
- 3.6. Any defects or issues with remote learning resources will be reported as soon as possible to the relevant member of staff
- 3.7. Pupils will be required to use their own or family-owned equipment to access remote learning resources
- 3.8. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources
- 3.9. Teaching staff will oversee academic progression for the duration of the remote learning period
- 3.10. The arrangements for live classes via Zoom, will be communicated via **email** no later than **one day** before the allotted time, a reminder will be sent via **Text 1 hour** before the

lesson and kept to a reasonable length of no more than **thirty minutes** per session

4. Online safety

- 4.1. This section of the policy will be enacted in conjunction with the school's **Online Safety Policy and Acceptable Use Policy**.
- 4.2. All staff and pupils using video communication via Zoom must:
 - Communicate in groups – one-to-one sessions are not typically permitted. In exceptional circumstances this may be allowed, but only with the prior consent of the **headteacher** and **parents** of the child
 - Wear suitable clothing – this includes others in their household
 - Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication
 - Use appropriate language – this includes others in their household
 - Maintain the standard of behaviour expected in school
 - Use the necessary equipment and computer programs as intended
 - Not record, store, or distribute video material
 - Ensure they have a stable connection to avoid disruption to lessons
 - Always remain aware that they are visible
- 4.3. The school will consider whether one-to-one sessions are appropriate in some circumstances, e.g. to provide support for pupils with SEND. This will be decided and approved by the **SLT**, in collaboration with the **SENCO**.
- 4.4. Pupils not using devices or software as intended will be disciplined in line with the **Behaviour Policy**
- 4.5. The school will risk assess the technology used for remote learning prior to use and ensure that there are no privacy issues or scope for inappropriate use

- 4.6. The school will ensure that all school-owned equipment and technology used for remote learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required
- 4.7. The school will communicate to parents via **email** about any precautionary measures that may need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure
- 4.8. During the period of remote learning, the school will maintain regular contact with parents to:
 - Reinforce the importance of children staying safe online
 - Ensure parents are aware of what their children are being asked to do,
e.g. 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
- 4.9. The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school

5. Safeguarding

- 5.1. This section of the policy will be enacted in conjunction with the school's **Safeguarding Policy**, which has been updated to include safeguarding procedures in relation to remote working
- 5.2. The **DSLs** and **headteacher** will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning
- 5.3. The **DSLs** will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning

- 5.4. Phone calls made to vulnerable pupils will be made using school phones where possible
- 5.5. The **DSLs** will arrange for regular contact with vulnerable pupils **once per week**, with additional contact, including home visits, arranged where required
- 5.6. The **DSLs** will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required
- 5.7. Vulnerable pupils will be provided with a means of contacting their teacher to raise any concerns - this arrangement will be set up by the **DSLs** prior to the period of remote learning
- 5.8. Pupils and their parents will be encouraged to contact their child's teacher if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns
- 5.9. All members of staff will report any safeguarding concerns to the **DSL(s)** immediately

6. Data protection

- 6.1. This section of the policy will be enacted in conjunction with the school's **Data Protection Policy**.
- 6.2. Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times
- 6.3. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching
- 6.4. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered
- 6.5. Parents' and pupils' up-to-date contact details will be collected prior to the period of remote learning

- 6.6. All contact details will be stored in line with the **Data Protection Policy**
- 6.7. The school will not permit paper copies of contact details to be taken off the school premises
- 6.8. Pupils are not permitted to let their family members or friends use any schoolowned equipment which contains personal data
- 6.9. Any intentional breach of confidentiality will be dealt with in accordance with the school's **Behaviour Policy**

7. Communication

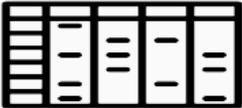
- 7.1. The school will ensure adequate channels of communication are arranged in the event of an emergency
- 7.2. The school will communicate with parents via **email** and the **school website** about remote learning arrangements as soon as possible
- 7.3. The **headteacher** will communicate with staff as soon as possible via **email** about any remote learning arrangements
- 7.4. Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours
- 7.5. The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours. Therefore, as much as possible, all communication between the school and pupils and their parents will take place within the school hours – 8:45 a.m. – 3:20 p.m
- 7.6. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed
- 7.7. Issues with remote learning or data protection will be communicated to the **pupils' teacher** as soon as possible so they can investigate and resolve the issue

- 7.8. The **pupils' teacher** will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set
- 7.9. The **headteacher** will review the effectiveness of communication regularly and ensure measures are put in place to address gaps or weaknesses in communication

Monitoring and review

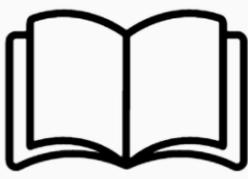
- 7.10. This policy will be reviewed on an **annual** basis by the **headteacher**.
- 7.11. Any changes to this policy will be communicated to all members of staff and other stakeholders.
- 7.12. The next scheduled review date for this policy is **September 2021**.

Appendix 1
Remote Learning

<p style="text-align: center;">Intent:</p> 	<p>Education for our pupils is not optional. If the pandemic was not affecting education, our pupils would receive a high quality education through quality first teaching, rigorous curriculum planning and extensive pedagogical approaches. Therefore, it is our intention through remote learning to ensure this provision is extended to those pupils affected by the COVID-19 virus.</p> <p>For groups or individuals who are self-isolating due to Covid-19 related illness, they will receive a phone call from the school attendance officer ensuring they have access to Class Dojo and internet. Upon receiving a positive response, the work for the child will be posted on the class Dojo Portfolio.</p> <p>If any problems are identified with connectivity or attitudes to learning, the school will actively seek an alternative approach to ensure the learning can be completed (this will either be the loan of a device, a paper version delivered or in extreme circumstances, altered provision still linked to the schools curriculum expectations but this will be in the form of textbooks and workbooks).</p>
<p style="text-align: center;">Content and Curriculum</p> 	<p>Our remote learning will allow us to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally. This will allow our learners to continue to keep pace with the in-school learning which pupils would normally be receiving. The pace of new learning will match that of in school learning and will therefore require feedback and questioning to ensure the learners who are at home are closely monitored and responded to in a timely fashion to issues or problems that arise prior to the next sequence of learning. The programme of learning a remote learner will undertake will be that of equivalent length to the core teaching pupils would normally receive in school. If a child has any difficulty with learning then staff will adjust the pace or challenge of what is being taught in response to questions or assessments. This will include, where necessary, revising material or simplifying explanations to ensure pupils' understanding.</p>
<p style="text-align: center;">Daily Timetable</p> 	<p>For children working at home, they will be provided with a daily timetable. Children will be set assignments that have meaningful and ambitious work in a number of subjects. This will follow the in school learning the child would normally be undertaking should they have been in class. There will be an expectation of reading, writing, maths and PE everyday with some PSHE/mindfulness and a task linked to the thematic learning (wider curriculum subjects). The remote learning will follow the long term plans the teacher has put in place for the education being delivered within school. The children will receive assignments that are the same or similar to the work they would have been completing in school. This will ensure it is well-planned and sequenced which in turn will develop their knowledge and skills as the learning in school would achieve preparing them to seamlessly return to school after 14 days of self-isolation and feeling well again.</p>
<p style="text-align: center;">Class Dojo</p> 	<p>Each day, staff will post content on Class Dojo to support children with accessing the set assignments across a number of subjects. This will ensure that children are supported as far as possible to access the well-sequenced curriculum to ensure that knowledge and skills are built upon incrementally. Staff will provide frequent, clear explanations of any new content through the use of resources, instructions, videos and demonstrations.</p> <p>For those children who do not have suitable online access, staff will provide printed resources, such as textbooks and workbooks or if possible a suitable device.</p>

<p>Feedback</p> 	<p>Remote learning work will be set through the Class Dojo portfolio platform and this therefore allows staff to provide frequent, clear explanations of new content before the learning commences.</p> <p>Class Dojo portfolio also allows 2 way communication and therefore the children can submit their completed learning tasks to the teacher. This submission of work can allow staff to gauge how well pupils are progressing through the curriculum, using questions and low stakes quizzes to maximise the learning of the pupil remotely. Staff can also set clear learning expectations and next steps in order to move learning on. If a child is non-attending and also not accessing Dojo, they will receive a weekly well-being check from their teacher to ensure they are doing well emotionally and also have no issues with learning. This general well-being check in will be conducted at a time suitable to the teacher due to the teaching commitments they are constricted by.</p>
<p>SEND</p> 	<p>For groups or individuals who are self-isolating due to Covid-19 related illness, they will receive a phone call from the school attendance officer ensuring they have access to Class Dojo and internet. The attendance officer (Inez Webb) will also check SIMS to see if the child has any special education needs or disability.</p> <p>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.</p> <p>If the child is on the SEND register, this information will be passed to the SENDCO, Alix Edwards to liaise with and support the class teacher to ensure that quality provision is in place to support the remote learning of the child.</p>

Daily Timetable – Class Dojo

<p>Well-being</p> 	<p>At Sunnyside Spencer Academy, we recognise the importance of mindfulness and mental well-being. Each day, the timetable will have a well thought out and purposefully chosen idea for the children to complete to support their mental health and well-being.</p> <p>This will ensure that time is purposefully taken to calm the mind. Building mindfulness into our daily routine is part of our normal school day and so we feel it is important for children to continue this at home. Examples of activities children could be completing include:</p> <ul style="list-style-type: none"> • Yoga • Stretching • Rainbow breathing • Following mazes / labyrinths • Mindful colouring • Craft activities <p>The end goal is to help children feel grounded, find calm, improve focus, practice kindness and relax. Donna Blore to support.</p>
<p>Reading/ Phonics</p> 	<p>To support pupils reading and phonics, staff will provide either the text studied in class with questions to support with reading comprehension or a short video to model and demonstrate the reading strategy that is being developed. This will follow the reading approach and pedagogical strategies agreed in school.</p> <p>Each day, demonstration reading will be filmed and posted to support children with enjoying a quality text. Through this, staff will commentate and unpick key sentences to support with vocabulary acquisition, meaning making, connections and inferences within the text. Staff will provide frequent, clear explanations of any new content through the use of resources, instructions, videos and demonstrations.</p> <p>For those children who do not have suitable online access, staff will provide printed resources.</p> <p>Phonics lessons will be posted using the DfE 'Letters and Sounds' material which mirror the sounds being covered in class.</p> <p>https://drive.google.com/file/d/1o7oJWrnUVpqzNYmoAfMvlgv6G-S1hN9w/view?usp=sharing Emily Hall to support</p>
<p>Writing</p> 	<p>Writing for children working remotely will also be set each day. This will mirror the experience and opportunities happening in school. Staff will provide frequent, clear explanations of any new content through the use of resources, instructions, videos and demonstrations which model the writing process that is being taught. Small videos may be filmed of in-school inputs to be shared on-line with children learning remotely at home. Models of writing will be shared in the form of WAGOLLS at either text or sentence level. For those children who do not have suitable online access, staff will provide printed resources to support with learning.</p> <p>Writing will also include opportunities to practice handwriting and spellings. Children will have access to Spelling Shed and Letter Joins. If not access, then paper examples will be supplied.</p>

<p>Maths</p> 	<p>Each day, maths will be set following the Power Maths program that is being covered in school. Staff will provide frequent, clear explanations of any new content through the use of resources, instructions, videos and demonstrations. Screen prints will be sent of the pages of the workbook that are being taught for children to complete at home. To support with new content, the children will be given a video, explanation or examples on how to complete their learning. In Year 5 and 6, as we have a Hegarty Maths subscription, if there is content which supports the learning, children may be signposted towards this to support with live modelling and understanding. This will provide immediate support, feedback and marking.</p> <p>BBC Bitesize and Oak Academy also have resources to support with remote learning. This can be utilised to support with the delivery of the content at home but must mirror the content being taught in school. For those children who do not have suitable online access, staff will provide printed resources, such as textbooks and workbooks.</p>
<p>Foundation Subjects</p> 	<p>The approach to the foundation subjects learning will be supportive of the learning in school and will be wider subject based. It may be that the activity covers more than one subject but it should follow the objectives laid out on the skills document and topic knowledge organisers.</p> <p>The learning should hold more elements of creativity but also knowledge acquisition and skill development. For examples, leaf printing within art. This will be both accessible from home, be supportive of the curriculum and allow the child to develop knowledge and skill within the art curriculum as long as it ties in with their current in school curriculum driver.</p> <p>The use of BBC Bitesize and video links may be sent to support with the child's understanding.</p>
<p>PE</p> 	<p>For PE, a description of an activity that will be posted on the daily timetable for which the children will follow the activities to complete a workout, activity or game.</p> <p>Gino Kelleher will also record models of how to complete the activities. This will enable pupils to develop their knowledge, skills and vocabulary within PE each week.</p> <p>Joe Wicks sessions will also be on Youtube so if our children are feeling extra motivated, we can signpost them towards this YouTube channel to get them active on top of, or instead of the PE lessons should they need it.</p>

Reference and Further Information

<p>BBC Bitesize</p>  <p>https://www.bbc.co.uk/bitesize</p>	<p>Oak National Academy</p>  <p>https://www.thenational.academy/</p>
<p>Letter Joins</p>  <p>or</p> <p>www.letterjoin.co.uk</p>	
<p>Time Tables Rockstars</p>  <p>https://trockstars.com/</p>	<p>Hegarty Maths (Y5/6)</p>  <p>https://hegartymaths.com/</p>
<p>Spelling Shed</p>  <p>https://www.spellingshed.com/en-gb</p>	<p>National Numeracy</p>  <p>https://www.nationalnumeracy.org.uk/</p>
<p>Phonics Play</p>  <p>https://www.phonicsplay.co.uk/</p>	<p>Class Dojo</p>  <p>www.classdojo.com</p>