Remote Learning Policy

Article 28: Every child has a right to an education

Icknield School is passionate about providing an inclusive education. We value all students as unique and nurture their talents. We enable students to achieve to their best ability in a safe environment and to grow into the finest individuals they can be.

Our inclusive practice can be defined as attitudes, approaches and strategies taken to ensure that all our pupils are included in the learning environment. We ensure that all pupils are listened to, openly valued, safe and have the confidence to participate in all activities.

Icknield School strives to remove barriers to learning, to celebrate diversity and through this we encourage and support a society of equality, acceptance and mutual respect.

By valuing and respecting human diversity, Icknield School fosters a sense of community and belonging, enabling all: children, teenagers and adults, to participate in every area of life possible.

Approved by:	Governors	**Date:** 01.03.2025
Next review due by:	March 2028	

Contents

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils who are not in school
> Set out expectations for all members of the school community with regards to remote learning
> Provide appropriate guidelines for data protection

2. Roles and responsibilities

The program of learning developed by Icknield school for remote access has been set up to address two potential scenarios – firstly to continue to deliver curricular learning for students in the event of full / partial closure of the school, and secondly to ensure the same for students who are unable to access the school site (e.g. for reasons of self-isolation). The programs detailed below do not relate to other periods of sickness or absence.

The policy and program developed is in accordance with the Government guidance which states that -

Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content.

The challenges in providing ongoing remote education for Icknield school students are significant. Our students require a high degree of scaffolding by experienced teaching staff who are aware of their abilities, challenges, linguistic understanding and all of the resulting implications on their learning. In addition there are other compounding problems; for example many homes have limited numbers of devices for online access with multiple users requiring them at different times so it is deemed unrealistic to manage 'real-time' lessons through, for example, Zoom, and expect all students to be able to access at a designated time and to extract any meaningful learning from such a difficult learning environment to manage. The program(s) have been developed specifically to circumnavigate these challenges as far as is possible.

In the event of some form of full or partial closure, continuity will be assured using an online platform – Evidence for Learning – parent portal - which will contain sets of pre-developed and recorded lessons. The program will consist of lessons across subjects which can be taught with a high degree of learning benefit through remote means and which ensure continuation of learning across a broad base of subjects. All lessons are to be delivered, and have work and tasks, in a differentiated way appropriate to the level of the learner. In addition there will be separate 'drop-in' Zoom calls across the classes and across the course of the week at different times to allow parents and students to connect with teaching staff to resolve any issues and raise any questions at a time that will be convenient. Students each have an online portfolio in which to place work for teacher assessment and feedback.

The guidance states the need to - *plan a programme that is of equivalent length to the core teaching pupils would receive in school* whilst acknowledging that

we expect schools to consider these expectations in relation to the pupils' age, stage of development and/or special educational needs, for example where this would place significant demands on parents' help or support.

What is very important to recognise is that all of our students have significant learning needs and, in particular, medium and long term memory challenges. Universally, EHCPs specify the need for considerable overlearning and revisiting, as well as breaking down into small chunks. Therefore, the basic materials and planning as presented will not usually reflect the hours required to complete and rehearse them effectively with proper adult support and guidance.

In the event of individual students not being able to access on-site provision for reasons of self-isolation due to Covid, learning will continue across a broad base of subjects using the activities page on the parent portal have been developed to ensure curricular learning with accessibility and challenge across a range of levels. This program is designed to address limited periods of individual absence.

Additionally, parents and carers may wish to take guidance from the curriculum planning available on the portal to construct further learning in line with the curriculum focus being delivered to peers at the time of requirement. Supporting lessons and tasks can be found at

https://www.thenational.academy/

https://www.bbc.co.uk/bitesize

Should there be the need for more than one period of individual self-isolation, and providing that the work has been completed and returned from the previous one, further activities will be provided.

Other periods of sickness or absence (i.e. those who are not related to Covid related need) do not fall within the scope of this policy.

In instances where students are unwell and unable to attend school the focus needs to be on rest and recuperation to enable the student to return to school to continue with their learning as soon as possible. Should parents / carers wish for some home focused study during such periods they are encouraged to focus on assisting their children in literacy. Additionally, they may wish to refer to the materials on the portal and look at the medium term plan on the website. The school will not provide home learning for children with short term sickness which prevents them from attending school on an ad hoc basis.

2.1 Teachers

In the event of the remote learning program having to be activated as a result of partial or full school closure, teachers must be available between 9am and 3pm for continuation of

learning and to be properly equipped to carry out their duties remotely. Teachers communicate via DOJO but work is placed on the EFL portal.

If staff 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.

At this time of particularly high probability of this eventuality, staff who will need to deliver learning or pastoral support are expected to make sure that all of their electronic equipment and IT interfaces are fully functioning at the earliest possible opportunity and in any case, before needed in earnest. Any issues, concerns or lack of functionality should be brought immediately to the attention of ICT support.

When providing remote learning, teachers are responsible for:

Setting Work

*Setting progressive, differentiated learning opportunity in line with the medium term plan. The type of work and number of learning episodes to be set is subject specific and in line with the plans created by the class teachers. In some cases, such as Maths and English, the learning will be dependent on prior skills development. In these instances the work is to be pre-recorded and posted within 48 hours of the school closure.

*Taking guidance from curriculum leads and responding to specific requests to ensure continuity of learning for those students for whom they have direct responsibility, as well as providing reasonable cover should it be required

*To send work to the class teacher for posting in the appropriate folders on Teachers Pool – Home Learning

*To prepare a paper/resource based contingency should one be requested / required

Providing feedback on work

Where appropriate :-

*To assess the work being posted in the individual learner profiles by students on EFL.

*Work is to be assessed and commented on, where appropriate in order to progress learning

*Make professional judgements on how to then progress individual students through further work / learning episodes

Keep in touch with students not accessing the site

*Learner profiles are to be checked and assessed daily and supplementary learning / work provided to ensure progress of all individuals

*Reasonable requests for further input, e.g. additional Zoom input, should be accommodated

*To respond to messages and / or emails arriving from parents / students regarding their subject (within school hours)

*To encourage full engagement in the learning being delivered for their class and to identify any barriers to learning, e.g. access to devices, suitability of work, and address accordingly

*To use professional judgement in developing strategies to increase engagement and to keep both the Assistant Headteacher (Lucy – lower school, Kelly – upper school and Paul

– FE) and individual tutors informed in the case of lack of engagement which causes concern

Continuation of standards and expectations

*To continue to model expectations to students and parents through remote meetings, calls etc

*To create learning episodes using appropriate language, media and locations suitable to the learners

2.2 Teaching assistants

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

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.

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

Supporting with remote learning

*To be available to support teachers with any additional reasonable requests in support of student learning

Continuation of standards and expectations

*To continue to model expectations to students and parents through remote meetings, calls etc

*To support learning episodes using appropriate language, media and locations suitable to the learners

2.3 Class teams

Class teams are responsible for:

*Being the first point of contact for queries that come through the messaging function on Class Dojo and to direct queries to appropriate personnel

*To support parents and students in understanding the need for engagement in remote learning programs

*To maintain contact with their pupils who are learning remotely and feed back to teaching teams with any issues, queries or concerns regarding learning

*Refer any safeguarding concerns they may have during the course of the period of remote learning

2.4 Curriculum leads

Alongside their teaching responsibilities, curriculum leads are responsible for:

*Make suggestions on the content to be delivered for their subject through the remote learning program and assessing its appropriateness for the medium of delivery

*Working with teaching teams to quality assure the content being delivered

*To ensure work is posted within the agreed deadlines for release to students and parents through EFL

*To post links to work for each class using EFL if appropriate

*Monitoring the remote work being set by teachers in their curriculum area

*Working across teams to develop further plans in the event of remote learning being required for extended periods of time, including deciding direction of teaching, resourcing, staffing, and being responsible for teams meeting deadlines to ensure continuity of learning

*To rationalise curriculum content where necessary

*To take the lead in directing staff to appropriate resources

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

*The Assistant Headteacher has overall responsibility for the coordination and delivery of the remote learning program

*The Assistant Headteacher is responsible for working with the teachers in ensuring links to work in individual cases are sent to parents email addresses

*Curriculum leaders are responsible for monitoring their curriculum content.

*The SLT are responsible for monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 Designated safeguarding lead

The requirement and responsibility for reporting any concerns regarding child welfare and safeguarding remains as it would be should we be providing full onsite provisioning.

The responsibilities of the DSL include -

- Refer cases to social care, and the police where appropriate, in a timely manner avoiding any delay that could place the child at more risk.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance
- Ensure every member of staff knows who the DSL and the Deputies are, have an awareness of the DSL role and know how to contact them.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns about a child to the DSL and concerns about an adult to the Headteacher.
- Keep records of child protection concerns on CPOMS
- Meet any other expectations set out for DSLs in KCSiE 2020

In the case of remote working DSL's need to ensure their availability in a consultative capacity via remote means to ensure full engagement and communication of any concern

2.7 Pupils and parents

Icknield school can expect pupils who are having to learn remotely to -

*Treat remote learning with the same enthusiasm as they would their normal onsite studies

*Seek help via the Zoom calls from teachers / teaching staff

Icknield school can expect parents with children learning remotely to –

*Be familiar with the parent portal and ensure they have accounts set up for both themselves and the student(s) in their care

*Support the learning of the student(s) in their care by providing, as far as is possible, an environment conducive to learning, support their student in their learning, providing access to devices at appropriate times, ensure that they have necessary stationary and equipment ready for learning, ensure that they are familiar with the Zoom schedules and ensure students have the ability to access the scheduled calls

*Seek help from the school if they need it through the messaging function on Class Dojo or via email

*Be respectful when making any concerns known to staff

2.8 Governing body

The governing body 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 AHT lead

*Issues with Class Dojo – talk to the Admin team

*Issues with EFL – talk to AHT – Paul

*Issues with their own workload or wellbeing – talk to their line / performance manager

*Concerns about data protection – talk to the data protection officer, Sarah Greenwood

*Concerns about safeguarding – talk to the key stage relevant DSL(s)

4. Data protection

4.1 Accessing personal data

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

Explain:

> How they can access the data, such as on a secure cloud service or a server in your IT network

> Which devices they should use to access the data – if you've provided devices, such as laptops, make staff use these rather than their own personal devices

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as e-mail addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

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

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

The Child Protection Policy 2021 is available to all staff under the 'Policies' section in 'Information for Staff'. Staff should also take careful note of Covid updates to the Acceptable Use Policy.

6. Monitoring arrangements

This policy is dated March 2025

Due for review March 2028