Larwood Academy Trust

Chair of Trustees: Daniel Login **|**BA (Hons)**|**
LARWOOD DRIVE, STEVENAGE, HERTFORDSHIRE, SG1 5BZ
Email: admin@larwood.herts.sch.uk   **Telephone**: 01438 236333
Website: www.larwood.herts.sch.uk

Larwood School
Headteacher: Mr Pierre van der Merwe **|**BA, NPQH**|**

Brandles School
Headteacher: Mr Paul Smith **|**BA (Hons), PGCE, NPQH**|**

Dan Login	**Pierre van der Merwe**
Chair of Trustees	Acting Executive Headteacher

REMOTE LEARNING FOR STAFF POLICY

Policy Number: 51
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PREFACE

This remote learning policy has been written as guidance for staff in response to the Temporary Continuity Direction legislation through the Coronavirus Act 2020. Specifically, giving the Secretary of State new legal powers to direct schools to stay open beyond the usual school term dates, and to provide education in different settings, including provision of remote learning.

DEPARTMENT FOR EDUCATION GUIDANCE

DfE guidance states that 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 thecapacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we (the DfE) expect schools to:

- 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 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 several 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 checkwork.

- enable teachers to adjust the pace or difficulty of what is being taught in response toquestions 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.

SPECIAL EDUCATIONAL NEEDS

For pupils with SEND, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavors tosecure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types ofservices that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.

VULNERABLE CHILDREN

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

A FLEXIBLE APPROACH

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 understand that everyone's circumstances at home will be different. Some families have one child to supportwhile 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. We will offer a variety of weekly learning activities across the curriculum so that pupils can work their way throughas much as they are able, at a time that suits them.

As a Special School Trust, we remain open as all our pupils have an EHCP and may be deemed vulnerable. However, the Trust has adopted a 'first do no harm' stance for staff andpupils and therefore there may be times when pupils do not physically attend school. This may be parental request, pandemic circumstances, staffing levels etc.

AIMS

Staff

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.

REMOTE LEARNING PROVISION

Blended Learning

The trust will deploy a variety of methods to ensure all pupils can access some form of education. These methods will be routinely reviewed, updated, and refined where necessary:

Live lessons via Teams.

- Digital curriculum activities posted via Teams Assignments or Class Dojo.

- Paper based curriculum activities delivered to homes.

- A '5-a-day' set of 30 parent-led activities for pupils sent to homes for pupils who areunable to access/engage with remote or paper-based curriculum learning.

- 'Catch-all' activities for Brandles pupils will be posted on the website and updated when teaching staff receive completed work.

Remote educational provision for individuals who are self-Isolating or shielding.

- If individual pupils are confirmed to be self-isolating or shielding due to COVID, Class teachers will provide access to remote learning activities detailed in section 3.1 with the exception of live lessons.
- Given contextual circumstances, and in agreement with the family the pastoral team will make a minimum of twice weekly contact.
- Tutors should make a weekly, schoolwork related 'wellbeing' call.

Remote educational provision for whole classes

In the even that a whole class, key stage, or entire school must self-isolate, or the trust is instructed to partially or fully close the school, the blending learning approaches detailed in section 3.1 will be activated in their entirety.

Remote lessons timetables will be sent to families and published on school websites.

Interaction

Communication between staff and pupils / families must be through the authorised school systems and not through personal email or personal social media accounts. It should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements.

Due consideration should be put in by staff before sharing photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding.

Video call etiquette

- Attending virtual meetings with staff, parents, and pupils –

- Dress code – professional dress code should be maintained for all virtual meetings.

- Locations – virtual meetings should be held in a place where there is a low likelihood of disruption and a neutral background. You should not use a bedroom for virtual meetings.

- Behaviour – participants not following the etiquette laid out in the remote teaching guide should be given a warning that they will be removed from the lesson/call if they do not address their misconduct. If a participant fails to heedthe warning, then they should be removed.

- All video calls should be recorded.

ROLES AND RESPONSIBILITIES

Pastoral Team / Safeguarding

- Will ensure that weekly welfare/safeguarding calls are being made.

- Will help to liaise with families and school if they have any concerns.

- Liaise with outside agencies.

- Help organise FSM and wellbeing checks.

- Will keep a track of attendance and CME. (Pierre Van at Larwood)

- Continue to be involved with meetings with professionals remotely.

- Continue to complete safeguarding referrals.

- Support students that are accessing alternative provision.

- Continue to support families with their wellbeing. (Sian Ford at Larwood)

SENCo (Brandles), Safeguarding / Curriculum lead (Larwood)

- Will help to liaise with staff on the different learning needs of the students.

- Will help to advise and support staff and parents/carers on home learning.

- Continue to be involved with meetings with professionals remotely.

- Continue to make referrals for any learning difficulty concerns.

- Arrange EHCP reviews when needed. (Pierre Van and Sarah Kimpton at Larwood)

- Continue with the role of Designated Teacher for CLA and arrange EPEPS when needed.

- Continue to support families with their educational needs.

Teachers

When providing remote learning, teachers must be available between:

BRANDLES: Mon-Thurs: 8:45 to 15:30; Fri: 8:45 to 15:00

LARWOOD: Mon, Weds, Thurs: 9:00 to 16:00, Tues: 9:00 to 17:00, Fri: 9:00 to 14:20

If unable to work for any reason during this time, for example due to sickness or caring for adependent, teachers should report this using the normal absence procedure. When providing remote learning, teachers are responsible for:

Setting work

- As per issued remote teaching timetables.

- The amount of work should be commensurable to a standard lesson applicable to the pupil's key stage and ability.

- Work should be assigned/set before or at the start of a live lesson. Assignments set in Teams may last longer than the remote lesson scheduled and may be set over a series of lessons.

- Work should be set using Teams Assignments, SAM Learning or Class DOJO If you are using a 3rd party resource e.g., Hegarty Maths, please signpost the resource in Teams. How to setup Assignments is covered in the Remote Teaching Quick Guide and Handbook.

- Pupils who are not able to access or have limited access to devices will have paper-based work sent home. Teachers need to liaise with pastoral staff to ensure suitable paper-based work is available.

Providing feedback on work

- Completed work from pupils will be available to view through Assignments on Teams or through a child's portfolio on Class DOJO.

- You should feedback to students through Assignments, Class DOJO or verbal, written feedback in live lessons.

- Feedback on completed work should be given 1 day before the next scheduled lesson.

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

- Brandles tutors should make weekly 1:1 wellbeing check with their tutees. These checks may be conducted using Teams, Phone call or Email. These are separate to welfare/safeguarding checks carried out by the pastoral team.

- N.B. The frequency of wellbeing checks is limited to once per week as the pastoral team will be making more frequent contact home.

- Larwood teachers should ensure that pupils have access to 1:1 contact with either themselves or the class team. Teachers should see every pupil each day unless alternative arrangements have been agreed with the pupil's family.

- You are only obliged to return phone calls and emails from parents or pupils during working hours.

- If you receive any complaints or concerns shared by parents and pupils, please refer any logistical/technical or timetabling issues to I Reid (Brandles) or B Osobu

(Larwood).

- For any safeguarding concerns please refer to your DSP

- If students are being inappropriate during live lessons, then you should removethem from the lesson.

- If students are being inappropriate on the chat feature, then you should mutetheir chat access.

- (Brandles) If students are failing to hand in assignments on time: In the first instance please contact the student to see if there any issues with completing the work and where possible a new deadline for submission of work. If they failto submit a second time, then please inform the parent/carer. Larwood teachers should communicate directly to parents about concerns with work.

Teachers delivering virtual live lessons will not be expected to simultaneously deliver 'normal' lessons to pupils that are in school. Students attending school will access virtual lessons where timetabled or alternative education that best meets the need of the individual pupils.

Teaching assistants/LASAs

When assisting with remote learning, teaching assistants must be available between your usual contracted hours. 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 normalabsence procedure.

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

Supporting pupils who are in school with learning remotely. This may involve:

- Supporting pupils to access Teams.

- Supporting students with the content/tasks of the lesson.

- Supporting teaching staff with weekly pupil wellbeing 'check ins.

- TA's/LASA's may also deliver curriculum or intervention contents under the direction of the teacher 1:1 to pupils.

Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.

- Co-ordinating the provision for pupils attending on school sites.

- Monitoring the effectiveness of remote learning – through attendance of live lessons,student feedback, parent feedback and informal staff meetings to share best practices.

- Monitoring the security of remote learning systems, including data protection andsafeguarding considerations.

Designated safeguarding

BRANDLES

- The DSL is responsible for leading the safeguarding of the school. There must alwaysbe a DSP on site, or contactable always during the school day. (DSP: N. Wilsher, DDSP: N. Springham, DDSP: D. Pearce)
- All staff should be made aware of who the school's DSP's are and how to contact them immediately if they are working remotely.
- The DSP to always have access to CPOMS to keep informed of cause for concerns and to keep all staff informed of incidents.
- Please see the Child Protection Policy for the role and duties of the DSP.

LARWOOD

- The DSL is responsible for leading the safeguarding of the school. There must always be always a DSP on site or contactable during the school day. (DSL: B Osobu, DDSL: S Ford, DDSL: S Trimble, DDSL M McKechnie).
- All staff should be made aware of who the school's DSL's are and how to contact them immediately if they are working remotely.
- The DSL to always have access to files on site to keep informed of cause for concernsand to keep all staff informed of incidents.
- Please see the Child Protection Policy for the role and duties of the DSL.

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 are experiencing.
- Reviewing the security of remote learning systems and flagging any data protectionbreaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be infront of a device the entire time.
- 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 – if you know of any resources staff shouldpoint parents towards if they are struggling, include those here.

- Be respectful when making any complaints or concerns known to staff.

Board of Trustees

The board of trustees 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.

WHO TO CONTACT

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issue	Larwood Contact	Brandles Contact
Setting Work	B Osobu	I Reid
Behaviour	P Van/I Reid	Any of SLT
IT	N Newman & Line manager	R Adams / I Reid
Workload / Wellbeing	Line manager or another member of SLT	Line Manager
Concerns about data protection	S Trimble	D Pearce
Concerns about safeguarding	DSL – B Osobu	DSP – Natalie Wilsher

DATA PROTECTION

N.B. In this section the term 'personal data' refers to all data kept by the trust pertaining to staff, pupils and their families.

Accessing personal data

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

- Access data via Behaviour Watch, OneDrive, SharePoint, Teams or Class DOJO.

- Access data via RM Portico.

- It is preferable to use school devices to access personal data.

- If you are using a personal device you must ensure that no other's personal data is saved or kept on your device.

- All staff and pupils must use their school provided email address as Data Protection laws still apply.

Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. If 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 online.

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 onecan 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.
- 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.

SAFEGUARDING

Please refer to the Child Protection Polies for Larwood and Brandles.

MONITORING ARRANGEMENTS

This policy will be reviewed annually by Bianca Osobu/Ian Reid (Brandles) and ratified by Sean Trimble (Executive Head & CEO)

LINKS WITH OTHER POLICIES

This policy is linked to our:

- Behaviour policy
- Attendance policy

- Child protection policy
- Data protection policy
- Home-school agreement
- Staff Code of Conduct
- ICT and internet acceptable use policy

SUPPORTING DOCUMENTS*

- Remote Learning Quick Guide for Staff
- Remote Learning Handbook for Staff
- Remote Learning What to Expect – Guidelines for parents
  *May not be shared with all staff.