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**Remote Learning and Home Schooling Policy**

**September 2020**

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| Author | Debbie Clarke and all staff |
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| Approved by Governors on |  |
| Chair of Governors |  |
| Review Date | July 2021 |

**Statement of Intent**

Buckminster School is committed to providing high quality education for all children in the event of a child self-isolating for 2 weeks or the school closing for long periods of time (over a week). We will work together with parents and families to ensure the right work is sent home and is a continuation of their learning in school.

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

**Roles and responsibilities** The headteacher is responsible for:

1. Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
2. Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with remote learning.
3. Ensuring that there are arrangements in place for monitoring incidents associated with remote learning.
4. Overseeing that the school has the resources necessary to action the procedures in this policy.
5. Reviewing the effectiveness of this policy on an annual basis and communicating any changes to staff, parents, and pupils.
6. Arranging any additional training staff may require to support pupils during the period of remote learning.

The Designated Safeguarding Lead is responsible for:

1. Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period.
2. Identifying vulnerable pupils who may be at risk if they are learning remotely.
3. Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.
4. Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.
5. 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 SENCO is responsible for:

1. Ensuring that pupils with EHC plans and Individual Support 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 ISPs.
2. Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
3. Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

Staff members are responsible for:

1. Adhering to this policy at all times during periods of remote learning.
2. Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.
3. 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.
4. Reporting any dangers or potential dangers they identify, as well as any concerns they may have about remote learning, to the headteacher.
5. Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

1. Adhering to this policy during periods of remote learning.
2. Ensuring their child is available to learn remotely and that the schoolwork set is completed to the best of their child’s ability.
3. Reporting any technical issues to the school as soon as possible.
4. Ensuring that their child always has access to remote learning material.
5. Ensuring their child uses the equipment and technology used for remote learning as intended.

Pupils are responsible for:

1. Adhering to this policy at all times during periods of remote learning.
2. Ensuring they are available to learn remotely and that their schoolwork is completed to the best of their ability.
3. Reporting any technical issues to a responsible adult as soon as possible.
4. Ensuring they have access to remote learning material and notifying a responsible adult if they do not have access.
5. Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.
6. Ensuring they use any equipment and technology for remote learning as intended.

**Contingency planning**

1. The school will work closely with the LA to ensure the premises is ‘COVID-secure’, and will complete all necessary risk assessments – results of the opening risk assessment will be published on the school’s website.
2. The school will work closely with the local health protection team when entering into a local lockdown and implement the provisions set within their contingency plan.
3. The school will communicate its plan for a local lockdown with parents, including whether it will remain open to vulnerable pupils and children of critical workers, or if remote working will be applicable for all.
4. If there **is not** a local lockdown, but a single class or ‘bubble’ needs to self-isolate, the school will implement remote learning as soon as possible for that group including children from key worker parents

**Resources**

Learning materials

1. The school will accept a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school may make use of:

* Work booklets
* Email
* Past exam papers
* Learning portals – Purple Mash
* Educational websites
* Reading tasks
* Pre-recorded videos
* Online real time virtual lessons with their teacher

1. Teachers will review the DfE’s list of [online education resources](https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources) and utilise these tools as necessary, in addition to existing resources.
2. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective remote learning.
3. Teachers will ensure the programmes chosen for online learning have a range of accessibility features
4. Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
5. The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device.
6. Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school.
7. 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.
8. The SENCO will arrange additional support for pupils with SEND which will be unique to the individual’s needs, e.g. via weekly phone calls/emails.
9. Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.
10. Pupils will be required to use their own or family-owned equipment to access remote learning resources, unless the school agrees to provide or loan equipment, e.g. laptops/iPads.
11. Pupils and parents will be required to maintain the upkeep of any equipment they use to access remote learning resources.
12. Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.
13. The ICT technicians are not responsible for providing technical support for equipment that is not owned by the school.

**Food provision**

1. The school will signpost parents via parent email towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.
2. Where applicable,the school may provide the following provision for pupils who receive FSM:

* Providing vouchers to families

**Costs and expenses**

1. The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.
2. The school will not reimburse any costs for travel between pupils’ homes and the school premises.
3. The school will not reimburse any costs for childcare.

# Online safety

1. This section of the policy will be enacted in conjunction with the school’s Online Safety Policy.
2. Where possible, all interactions will be textual and public.
3. All staff and pupils using audio communication must:

* 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 audio material without permission.
* Ensure they have a stable connection to avoid disruption to lessons.
* Always remain aware that they can be heard.

1. 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.
2. 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.

1. 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.

**Safeguarding**

1. This section of the policy will be enacted in conjunction with the school’s Child Protection Policy, which has been updated to include safeguarding procedures in relation to remote working.
2. The DSL will arrange for regular contact to be made with vulnerable pupils, prior to the period of remote learning.
3. Phone calls made to vulnerable pupils will be made using school phones where possible.
4. The DSL will keep in contact with vulnerable pupils’ social workers or other care professionals during the period of remote working, as required.

All home visits **must**:

* Have at least one suitably trained individual present.
* Be undertaken by no fewer than two members of staff.
* Be suitably recorded on paper and the records stored so that the DSL has access to them.
* Actively involve the pupil.

1. The DSL will meet (in person or remotely) with the relevant members of staff once per week to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.
2. All members of staff will report any safeguarding concerns to the DSL immediately.
3. Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying.

# Marking and feedback

1. All schoolwork completed through remote learning that requires marking by the teacher must be:

* Finished when returned to the relevant member of teaching staff.
* Returned on or before the deadline set by the relevant member of teaching staff.
* Completed to the best of the pupil’s ability.
* The pupil’s own work.
* Marked with a positive comment and feedback.

1. The school expects pupils and staff to maintain a good work ethic during the period of remote learning.
2. Pupils and/or parents are accountable for the completion of their own schoolwork – teaching staff will contact parents via email or phone if their child is not completing their schoolwork or their standard of work has noticeably decreased.
3. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
4. Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
5. The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

**Health and safety**

1. If using electronic devices during remote learning, pupils will be encouraged to take a five-minute screen break every two hours.
2. Screen break frequency will be adjusted to five minutes every hour for younger pupils or pupils with medical conditions who require more frequent screen breaks.

**School day and absence**

1. Pupils are expected to engage with remote learning on a daily basis but timings will need to be flexible as this is dependent on access to home ICT equipment and parent/guardian work commitments.
2. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
3. Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

**Communication**

1. The school will ensure adequate channels of communication are arranged in the event of an emergency.
2. The school will communicate with parents via email and the school website about remote learning arrangements as soon as possible.
3. The headteacher will communicate with staff as soon as possible via email about any remote learning arrangements.
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.
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.
6. As much as possible, all communication with pupils and their parents will take place within school hours.
7. Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.
8. 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.
9. The pupils’ teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set.
10. The headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

**Returning to school**

1. The headteacher will work with the LA to ensure pupils only return to school when it is safe for them to do so.
2. After a period of self-isolation, or the lessening of local lockdown rules, the headteacher will inform parents when their child will return to school.
3. The headteacher will listen to all concerns that parents may have about their child returning to school and will advise them of the measures in place to ensure the safety of their child.

**Monitoring and review**

* This policy will be reviewed on an annual basis by the headteacher.
* Any changes to this policy will be communicated to all members of staff, governors and parents.
* The next scheduled review date for this policy is the Summer Term 3

**Appendix A**

Possible issues we may face:

* Teachers may have to be parents at the same time as working
* Families may not have the right devices at home
* Families may not have enough devices at home
* Communication details for parents have not been updated
* Staff end up working longer hours due to parents emailing them out of school hours
* Families cannot print out worksheets
* Work set might be too paper based or rely on using a screen
* Staff communication
* Staff illness
* Monitoring children’s work levels whilst at home

**Teachers may have to be parents at the same time as working**

School leaders and parents must be considerate of staff who have their own families at home. Any concerns raised by staff that their home and/or work is unmanageable must report this to the headteacher. The headteacher will investigate why their home/working conditions are difficult and put alternative plans in place to ensure the wellfair of the member of staff and the education of the children.

**Families may not have the right devices at home**

There will always be an alternate activity for each session which does not rely on the internet or the right type of device. If the alternate activity requires printing, school will provide a collection service from the school office on particular days and times.

**Families may not have enough devices at home**

Staff will email individual parents who have highlighted this issue and suggest alternating on line activities with siblings. Activities set by teachers do not have to be completed in a particular order so parents must choose carefully what each child completes and when.

**Communication details for parents have not been updated**

If staff have a problem with emailing parents they must immediately contact the headteacher or office manager who will ring the family to check their email address. All contact details should be updated routinely on a yearly basis.

**Staff end up working longer hours due to parents emailing them out of school hours**

Staff can be contacted via their school email address and teachers will usually respond within 24 hours. Some teachers will choose to work in the evening especially if they are looking after their own children and some may respond during school hours. Teachers will not respond during the weekends. If you have a serious concern or an emergency you need to share with school, please email Debbie Clarke [d.clarke1@buckminster.leics.sch.uk](mailto:d.clarke1@buckminster.leics.sch.uk) Mark schemes (where possible) will be provided so children and parents can get instant feedback on their progress. Staff will do their best to provide differentiated work for children with special needs and specific learning difficulties and provide extra support for those families where a little more intervention is needed.

**Families cannot print out worksheets**

School will provide hard copies of worksheets upon request and parents will be informed when the school will be open for collection.

**Work set might be too paper based or rely on using a screen**

Teachers will provide a range of activities for each child which will include physical and practical activities. If parents are restricted by not having the appropriate resources they will be asked to do their best with what they have. Practical activities set will however only ever require normal everyday items and household space.

**Staff communication**

Staff will continue to communicate through their WhatsApp group chat and via email. If there are personal problems regarding working from home individual staff must contact the headteacher by phone or by email.

**Staff become ill**

If your normal class teacher falls ill during school closure and is unable to work from home, you will be contacted. Plans will be put in place to continue providing work for your child to complete and a new email contact will be issued

**How can we ensure children continue their education at home?**

At present, there is no guidance on monitoring work completed at home. We must rely on parents taking more responsibility during this time to ensure their child receives an appropriate education. Staff will be at the end of an email to offer support and advice.

**Remote Learning ‘Must Dos’ to Teachers in the event of a lockdown**

1. Every class must have at least two group zoom chats with their class each week just for wellbeing purposes.
2. Daily timetables and lessons will be posted on the website and emailed home on a daily basis so parents have a clear understanding of expectations for that day.
3. Lessons for each day will be put on the website and emailed to parents the day before – before 5pm.
4. Each day you will provide a combination of online links to lessons, a paper based lesson and a practical lesson which neither requires a laptop or printer. Daily reading must be timetabled too.
5. Ensure you have at least 2 ‘live’ lessons a week where you are on Zoom and invite your class to work with you and you can interact with the class giving feedback. These do not need to be any longer than 30 mins.
6. Provide a paper based lesson for those who cannot access the ‘live lessons’. These can be asked to be posted through the school letterbox once a week and an email with some feedback can be sent once a week.
7. Ask parents to email you at least one piece of written (lengthy) work a fortnight for marking which you can then either scan and email back or just read and add comments in a returning email. Try to make comment on a variety of aspects of writing and cover all bases.
8. Give answer sheets for activities so parents/children can mark them themselves but ask for scores/marks to be fed back to you for at least one piece of maths work a week so you can monitor progress.
9. Look at progress on Purple Mash and email parents to give some feedback on any tasks.
10. Report any disengaged children/families to Mrs Clarke.
11. Lessons can be completed in any order at home except the live lessons.

*An example of a typical week. You choose which lessons you want to be live, online or paper based*

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| Monday | Live English lesson  **FEEDBACK GIVEN** | Purple Mash/paper based maths - **MONITOR** | 20 mins exercise in the garden | Reading and 20 mins hist/geog |
| Tuesday | Paper - SPAG  **SELF MARK** | Online lesson (Oak Ac) | Zoom class chat/PSHE  **FEEDBACK GIVEN** | 10 mins reading and 20 mins exercise |
| Wednesday | Purple Mash – English  **MONITOR** | Paper – Maths  **SELF MARK** | Art/DT project  **ASK FOR PHOTOS AND GIVE FEEDBACK** | 10 mins reading/listening to music |
| Thursday | Writing time  **MARKING/FEEDBACK** | Purple Mash/paper maths **MONITOR** | Live Science lesson  **FEEDBACK GIVEN** | Online Oak music lesson |
| Friday | Comprehension on line or paper based – **SELF MARK** | Oak Ac RE lesson | Zoom class chat/PSHE  **FEEDBACK GIVEN** | Free time  Jobs at home |

*Key*

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| Live lesson | Purple Mash | No tech or printer needed | Paper/printer  needed | Zoom catch up | Online | Anything else |