Remote Learning Policy

(Model for use from 2020 with amendments from January 2021)

Langstone Infant Academy

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1. Aims

The aims of the remote learning policy are to:

- Ensure arrangements are in place to provide for continuity of education in the case of disruption to learning, for example, by an outbreak of COVID-19.
- Enable classroom learning to be extended and/or for pupils to be better prepared for learning through the provision of remote learning
- Provide a set of underpinning principles on which to build our school's remote learning provision
- Set out some key quality standards for remote learning and establish systems through which remote learning can be quality assured
- Ensure remote learning is sustainable for staff, pupils, their families and the environment
- Establish key expectations for delivering different aspects of remote learning

2. Principles

- Remote learning is based on the curriculum designed for children in school.
- It can be used to support this learning (for example flipped learning, replaying recorded teacher explanation or modelling, providing opportunities for practice, personalising assessment and/or feedback)
- Use of technology can enhance these elements of learning, but our remote provision is not exclusively based on use of technology.
- The teacher is always central to the provision of remote learning, both in planning, presenting, enabling and providing feedback (for example recording personalised messages, providing positive reinforcement, monitoring progress on tasks and providing personalised feedback).
- Remote learning must be part of a planned learning journey for each child and provide properly sequenced and supported materials.
- Children should have access to the teacher as part of their remote learning, to ask questions, seek additional support and clarification. This may be extended to parents/carers where appropriate.
- Remote learning must be flexible to allow for individuals to follow the programme at their own pace or within the constraints presented by their home situation (eg; parents working shifts, access to resources/devices, needs of other siblings).
- Children should be able (as far as is possible) to access resources independently.
- Teachers should teach children how to interact with remote learning materials while they are in school, so they can transfer this to the remote context more readily (for example running lessons in school as if the children were at home, teaching classes from another room, teaching more than one class simultaneously, introducing flipped learning/homework tasks with explicit attention to how they should be carried out, use materials from remote learning providers (eg: Oak National Academy, White Rose) in lessons.

- The Trust has provided each school with access to the Office 365 Teams platform which should be used unless other apps, software or digital learning platforms are considered more appropriate.
- Wherever possible, we will endeavour to supply IT equipment including internet connection for families where their lack of access is a barrier to learning. If more appropriate, printed materials will be provided. In some cases, the lack of access to remote education may be considered sufficient to make a child eligible to attend as a vulnerable pupil. This is a decision for school leaders in line with national guidance.

3. Quality Standards and Assurance

During the COVID-19 outbreak in spring 2020, schools in the Trust responded rapidly in order to provide remote learning for children. During this period a lot was learnt about ensuring high-quality provision which Trust leaders have agreed should be carried forward both in our 'traditional' provision and our planning for any future disruption to learning. We have agreed that high-quality remote learning will include these features:

- Remote learning is an integral part of a broad and balanced curriculum sequence planned for pupils attending school or, in the case of pupils who require temporary access to learning from home, an alternative to face-to-face provision.
- If children are accessing remote learning as a substitute for the in-school curriculum, the programme should cover enough of the core learning to prevent or minimise the risk of children falling behind their peers. Leaders provide a clear expectation of the quantity of work each year group will be set. This will meet at least the minimum expectation set out in DfE Guidance.
- Children should have frequent, ideally daily interaction with a teacher in some form.
- Materials provide clear expectations about what knowledge and skills are intended to be taught and practised in each subject.
- The school supports families to ensure access to the highest quality remote education resources through digital, paper or other sources.
- The school has agreed which online tools provide the best support for children's learning and this is consistent across year groups, phases and key stages as appropriate.
- The specific needs of different groups of children and individuals are taken into account when designing remote provision, including access to adult support and suitable electronic devices/access to broadband.
- The learning of new content is supported through frequent, clear explanations, delivered by a teacher either through recordings, high-quality externally produced material or other resources.
- Pupils are given scaffolded practice and opportunities to apply new knowledge.
- Teachers are enabled to gauge how well pupils are progressing through the curriculum by providing opportunities for questioning and other appropriate forms of assessment. Leaders have provided a clear expectation on how frequently this is done.
- Feedback from pupils is used to adjust the pace or difficulty of what is being taught for whole classes, groups or individuals.
- All staff engaged with remote learning will be alert to safeguarding and data protection regulations and best practice at all times.

In order to ensure this quality standard is met by all teachers, leaders will
- Identify a named senior leader with overarching responsibility for the quality and delivery of remote education (see below).
- Set out a timetable for monitoring and a reporting structure to provide an overview of quality
- Be clear with staff about expectations (see below) for frequency of feedback, quantity of work and its link to the curriculum.
- Report to the Local Governing Body and the Academy Improvement Partner on the quality of remote provision as required.
- Have systems for checking daily, whether pupils are engaging with their work and overcome obstacles identified.

4. Sustainability

Leaders will ensure that the remote learning programme designed in the school is sustainable for teachers, pupils, parents/carers and leaders at all levels as well as for the environment by:

- Providing training which enables staff to work smartly (see below)

- Establishing clear expectations of all staff in relation to providing remote learning
- Enabling groups of staff to collaborate in order to reduce workload
- Ensuring timetables are adjusted in response to the demands of remote learning in the event of partial closure.
- Considering the impact of the programme on children's well-being
- Communicating effectively with parents and carers in order to support them in enabling their child's remote learning.
- Minimising the need for printing of materials either at home or at school.
- Establishing contingency planning to release teachers to have additional time to manage remote learning. This could be facilitated by use of technology to teach more than one class simultaneously.
- Considering the ongoing environmental impact of devices purchased to enable remote learning.

5. Training

- All staff should be provided with high-quality training in order to provide remote learning effectively.
- Staff should expect to address areas of need through training.
- Training needs should be identified for individuals and groups of staff in order to ensure the quality standards in paragraph 3 can be met.
- The impact of training should be monitored through the performance management process and through the quality of provision.

6. Expectations

Teachers will

- Provide remote learning opportunities as part of the weekly planned curriculum during normal opening
- Meet the quality standards as set out in paragraph 3.
- Prepare to switch to remote learning activities in response to individuals, groups or whole classes being unable to come to school.
- Adjust planning to take account of the different contexts of their children, including access to devices, broadband internet and adult support.
- Aim to communicate daily in some way with children learning remotely for more than a day.
- Acknowledge and feedback on activities during normal school working hours.

Teaching Assistants will

- Support teachers in preparing remote learning opportunities for children in line with the quality standards set out in paragraph 3
- Be flexible in switching between face-to-face provision and remote provision as required by events
- Support personalisation of materials and/or delivery according to the specific needs of individuals or groups
- Take an active role in keeping in contact with children and families as required during school hours

Subject Leaders will
- Oversee the production of remote learning materials across the school
- Provide support and training as required for staff
- Monitor the quality and impact of remote learning and ensure the quality standards in paragraph 3 are met

Senior Leaders will
- Co-ordinate the provision of remote learning across the school
- Direct staff to move between face-to-face provision and remote provision for as many pupils as required according to events
- Ensure workload is reasonable for all staff

- Oversee the monitoring of remote learning and evaluate provision against the quality standards set out in paragraph 3
- Actively seek feedback from parents about the remote provision and understand their technological and practical obstacles to enabling their children to engage with the remote offer.
- Publish information for pupils, parents and carers about remote education provision in accordance with DfE guidance and review at least once per year.

Designated Safeguarding Lead will
- Ensure relevant information is shared with staff as required to keep children safe (including those in Annex A below).
- Actively encourage staff to share any concerns they have about a child when engaged in remote learning
- Monitor levels of engagement with remote learning and intervene where contact is lost with a family
- Provide up-to-date information for staff about current safeguarding risks related to remote learning and electronic communication
- Monitor provision to ensure safe practice is being observed

Special Educational Needs Coordinator will:
- Support teachers to continue meeting pupils' needs as effectively as possible through remote learning.
- Collaborate with families to put in place any reasonable adjustments as necessary. So that pupils with SEND can successfully access remote education alongside their peers.
- Liaise as appropriate with other agencies to secure delivery of the requirements of any EHC plans.

7. Monitoring arrangements

The delivery of Remote Learning is monitored by the senior leadership team through: lesson visits, planning, assessment and work scrutiny.

The quality of remote learning is monitored by the LGB

This policy will be reviewed by Strategy Team every two years. At every review, the policy will be approved by the LGB.

Date Approved		January 2021
Updated with January 2021 amendments		
Owner		**Local Governing Body**
Review Date		**Two years from approval**

Annex A

Information to support safe delivery of remote education

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:
• safe remote learning, published by SWGfL

• online safety and safeguarding, published by LGfL, which covers safe remote learning

• the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely

• safeguarding and remote education during coronavirus (COVID-19)

• annex C of keeping children safe in education