

Remote learning policy

KTS Academy



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1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who aren't 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

2.1 Teachers

When providing remote learning, teachers 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 providing remote learning, teachers are responsible for:

- › Setting work –
 - Providing work or a work pack for each individual child in their class group.
 - The work needs to be sufficient to support home learning; that is, enough activities to maintain the learning that has been taking place in class and will be taking place in the coming days.
 - The work needs to be readily available, and able to be delivered on day one of the absence if not online.
 - Provide resources which the child might ordinarily use within school (but which are not required by other children within school).
- › Keeping in touch with pupils who aren't in school and their parents –
 - Make regular contact via email, at least once a week to check on general welfare and offer additional work.
 - Respond to email requests from parents within school hours.
 - Share any complaints or concerns shared by parents and pupils with the SLT who will respond accordingly.

If teachers are continuing to work in school during a child's absence, they'll still need to provide remote learning via delivery of an activity pack or direction to an online learning package or activity.

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 pupils who aren't in school with learning remotely –
 - Make up resource packs which can be delivered to the absent child's home

If teaching assistants will also be working in school, they'll still need to support the teacher with the production of resources and activity packs for remote learning, alongside supporting teaching and learning with the children remaining in school.

2.3 Senior leaders

Senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school – Alexis Gardner to lead on lower school, and Claire Smith to lead on upper school.
- › Monitoring the effectiveness of remote learning – reviewing CPOMS entries whereby contact has been made by the teacher with the families. Ensuring work has been delivered and organising the further delivery of work, should it be necessary.

2.4 Designated safeguarding lead

The DSL is responsible for:

Ensuring the school child protection policy is adhered to, and ensuring any concerns logged on CPOMS will be followed up.

2.5 Pupils and parents

Staff can expect parents with children learning remotely to:

- › Be contactable during the school day
- › Support the work activities set by teachers as they deem necessary with their child
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they require additional help or support
- › Make the school aware if their child is sick or otherwise can't complete work
- › Be respectful when making any complaints or concerns known to staff

2.8 Governing board

The governing board 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 school leader
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- › access the data through the school server on the school site.
- › This data should only be accessed through school PCs on site.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and contact numbers 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
- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

5. Safeguarding

KTS child protection policy has been updated to reflect the current situation. It can be found on the school website and server.

6. What it looks like

At KTS we offer a remote education which is bespoke and meets the needs of individuals on a case-by-case basis, avoiding a one size fits all approach. Teachers and support staff are working hard to support those at home, by adapting our KTS curriculum meaning pupils can engage from home and continue to make progress. However, at KTS we are very aware that many of our pupils are unlikely to be able to access remote education without adult support. We have also considered carefully the expectations in relation to remote learning and the significant demands it may place on families.

We have overcome digital barriers and distributed either Ipads, or laptops where needed, meaning all pupils have the chance to engage. We have developed the use of our digital platforms including, where appropriate, Purple Mash and Education City, where teachers can set work for pupils at their individual level and give feedback. Where appropriate, we are also offering live lessons, either on an individual basis or as a group, through Microsoft Teams.

We have liaised with other professionals including Occupational Therapists and Speech and Language Therapists to ensure those pupils at home continue to receive support, for example sensory programmes have been shared with home and resources, such as symbols and therapy programmes have been shared with parents.

Teachers and teaching assistants are in contact with families through email, phone calls, video calls and doorstep visits and. If you have any queries – please contact your child’s teacher.

Where appropriate work is marked and feedback is given. Families are given the opportunity to record progress and share this with teachers. Pupils are set individual home learning targets, so families are aware of their child’s ‘next steps’.

For examples, see the appendices at the end of the policy.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy and coronavirus addendum to our child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy

Appendices

› Examples of the different Remote Learning offers we are providing across school

KTS1 (EYFS)/Developmental Curriculum

Class	White Class	
All classes for whenever a pupil is isolating:	<ul style="list-style-type: none"> • Weekly phone call home • 3 learning targets, from the Areas of Learning for: Communication & Language, Physical Development and PSED – which we will update, as required. • Timetable strip with symbols • Visual sensory plans (if applicable). • Website links - see curriculum section on KTS website - https://www.kts-academy.org.uk/teaching-learning/curriculum-support/ as well as websites listed on the A3 sheet of learning ideas. • Feedback sheet - please note any areas of progress and return to school (optional) 	
	10 day isolation	Long term isolation
	<ul style="list-style-type: none"> • Personal isolation packs given out fortnightly specific to pupils next steps and activities that would have been taking place in school • Overview sheet with activity ideas linked to the pupil's targets and medium term plans. 	<p>10 day isolation provision plus:</p> <ul style="list-style-type: none"> • Personal isolation packs given out fortnightly specific to pupils next steps and activities that would have been taking place in school • Videos of songs or stories by teacher or school staff emailed to families. • Teams calls if you would like to join our sessions for 'good morning', 'rope' and 'parachute' singing songs with the children and staff in school. • Videos of the above sessions (good morning, rope and parachute) so children can complete at home if they don't want to join teams or if they would like to do it throughout the day.

KTS2/3 Formal Curriculum

Class	Orange Class	
All classes for whenever a pupil is isolating:	<ul style="list-style-type: none"> • Weekly phone call home and email. • 3 Assessments to be mastered from English, Maths & PSHE. Which will be updated, as needed. • Website links - see curriculum section on KTS website - https://www.kts-academy.org.uk/teaching-learning/curriculum-support/ • Feedback sheet - please note any areas of progress and return to school. 	
	10 day isolation	Long term isolation
	<ul style="list-style-type: none"> • Personal isolation packs given out fortnightly specific to pupils next steps and activities that would have been taking place in school. • Overview sheet with activity ideas. • Online tasks set through Purple Mash and Education City so teacher can feed back remotely. Tasks changed weekly and linked to Literacy and Numeracy targets. 	10 day isolation provision plus: <ul style="list-style-type: none"> • Personal isolation packs given out fortnightly specific to pupils next steps and activities that would have been taking place in school. • Overview sheet with activity ideas, linked to Medium Term Plans. • Individual and group Teams sessions offered – Maths, English, Topic. • Online tasks set through Purple Mash and Education City so teacher can feed back remotely. Tasks changed weekly and linked to Literacy and Numeracy targets.

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Class: U8		
All classes for whenever a pupil is isolating:	<ul style="list-style-type: none"> • Weekly phone call home or teams call. • 3 Assessments to be mastered from English, Maths & PSHE. Which will be updated, as needed. • Website links added to each pupil planning sheet. • Feedback sheet for parents to complete – please return to school with completed work. 	
	10-day isolation	Long term absence
Formal Curriculum	<p>10-day isolation provision:</p> <ul style="list-style-type: none"> • Overview planning sheet. • Class isolation work pack given out in advance and added too when needed. • Targets sheet linked to supporting work included. • Plan of Team’s meeting or phone calls where appropriate. 	<p>10-day isolation provision plus:</p> <ul style="list-style-type: none"> • Personalised pupil isolation work pack delivered fortnightly. • Planning overview sheet to support work pack, individual to each pupil. <p>Online sessions:</p> <ul style="list-style-type: none"> • Monday 9-10 – English. • Tuesday 9-10 – Maths. • Wednesday 9-10 – PSHE. <p><i>(Some pupils may attend 1:1 session organised with parents separately)</i></p> <ul style="list-style-type: none"> • Thursday – Phone calls to any pupils who have not attended the online sessions.