



Ark Oval Primary Academy

REMOTE LEARNING POLICY

2020 / 2021



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Remote Learning Policy

PURPOSE

The policy outlines how online safety for remote learning is outlined and addressed at Ark Oval

Date of last review:	May 2020	Author:	Principal
Date of next review:	May 2021	Owner:	Principal
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	LGB
School:	Ark Oval Primary Academy	Key Contact Name:	Principal

POSITIONING WITHIN ARK OPERATIONAL MODEL

Component

- Strategic Leadership & Planning
- Monitoring, Reporting & Data
- Governance & Accountabilities
- Teaching & Learning
- Curriculum & Assessment
- Culture, Ethos & Wellbeing
- Pathways & Enrichment
- Parents & Community
- Finance, IT & Estates
- Our People

Element

Behaviour Model

Ark Oval Primary Academy - Remote Learning Policy

Purpose

This remote learning policy is intended to provide clarity to stakeholders on the different ways in which our school will:

- 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 clarity around safeguarding and data protection in a remote learning context

As a school we are committed to providing continuity of education to our pupils and will always aim to provide all of our pupils with equal opportunities to participate in learning from home.

This policy will be reviewed at the end of the academic year when we will consider which elements of the policy will remain in future years.

Definitions

Remote learning refers to the provision of work, teacher support, as well as assessment and feedback from teachers to pupils in the event that normal lessons cannot be delivered 'face to face' as normal.

Ark SPark is the name of the learning portal for all Ark pupils, which provides work in most subjects across all year groups. This can support pupils to work independently at home.

Types of school closure

The global pandemic continues to impact on schools and has the potential to periodically or for prolonged periods of time prohibit face to face learning. The Department for Education have set out four scenarios that we must be prepared for:

- **Tier 1** - If our local area is part of a national intervention approach (i.e. considering lockdown) then our school will remain fully open to all pupils. Pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the the signs of symptoms.
- **Tier 2** - Our school will remain fully open and all pupils will continue to be offered full-time on-site education. As above, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the the signs of symptoms.
- **Tier 3** - Our school will remain fully open and all pupils will continue to be offered full-time on-site education. Based on the latest government guidance and suggested measures, after-school clubs may be reduced. As above, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others and the the signs of symptoms.
- **Tier 4** - Our school will remain open to priority groups (critical workers' and vulnerable children) only. This would resemble the 'Community Classrooms' model adopted in the summer term of 2019/20 during the first wave of the coronavirus.

		All pupils attending on-site school provision as normal.	Partially operating on-site classrooms e.g. self-isolating pupils	Individual 'Bubble Burst'	Whole school lockdown
Knowledge	Delivery of Curriculum 	<ul style="list-style-type: none"> • T&L closely mapped out in accordance with the baseline assessment data • 'Expert Explorers' model adopted in Autumn 2 designed to close the gap in Reading whilst maintaining 	<ul style="list-style-type: none"> • Google Drive platform available with individual lessons and workbook for subjects across the curriculum • Embedded video of model on asynchronous lessons and end of 	<ul style="list-style-type: none"> • 1-week reserve learning (still aligned to curriculum objectives) at the back of binders to ensure curriculum-aligned resources are immediately available to ALL pupils, complemented by 	<ul style="list-style-type: none"> • 1-week reserve learning (still aligned to curriculum objectives) at the back of binders to ensure curriculum-aligned resources are immediately available to ALL pupils, complemented by

		<p>the integrity of the wider curriculum</p> <ul style="list-style-type: none"> • Workbooks for each subject for subject binders x2 weeks ahead so binders are remote-ready. 	<p>lessons quizzes to ascertain understanding_</p>	<p>PowerPoint lessons via the online platform</p> <ul style="list-style-type: none"> • Week 2 to match the in-school provision entirely. 	<p>PowerPoint lessons via the online platform</p> <ul style="list-style-type: none"> • Week 2 to match the in-school provision entirely.
Skills	<p>Engagement and Assessment</p> 	<ul style="list-style-type: none"> • Engagement captured in the COEL (Characteristics of Effective Learning) in the Pupil Progress Portfolio • When engagement is flagged as a concern, this is discussed as part of our Multi-Disciplinary approach to our 'Holistic' tenant of the curriculum. • Assessment windows are scheduled and diarised with moderation opportunities x2 weeks prior to teacher judgements being captured. • Pupil progress meetings half termly with 3-week midpoint check ins to ensure intended impact is achieved and any potential challenges are addressed in a timely manner. 	<ul style="list-style-type: none"> • Daily check in with pupils via telephone to ensure engagement and review end of lesson quizzes to address misconceptions and inform subsequent teaching and learning. • End of unit essay questions for ACP-extended piece to reflect pupils' deeper understanding. 	<ul style="list-style-type: none"> • Morning registration via Teams to ensure pupils are registering, are clear on the day's schedule of learning and to direct pupils towards the appropriate seminar group based on teacher's assessment. • 'Seminar groups' identified and pre-prepared and Class Teacher to check in with groups daily to ensure rigorous formative assessment • CT to use seminar group assessment for learning to inform subsequent planning. • Where engagement is flagged as a concern, teacher to support Parent/Carer in monitoring learning at home and offer support measures. If persistent this to be followed up by SLT. • Additional seminars for identified pupils. • Weekly summative assessment for core subject (Survey Monkey) 	<ul style="list-style-type: none"> • Morning registration via Teams to ensure pupils are registering, are clear on the day's schedule of learning and to direct pupils towards the appropriate seminar group based on teacher's assessment. • 'Seminar groups' identified and pre-prepared and Class Teacher to check in with groups daily to ensure rigorous formative assessment • CT to use seminar group assessment for learning to inform subsequent planning. • Where engagement is flagged as a concern, teacher to support Parent/Carer in monitoring learning at home and offer support measures. If persistent this to be followed up by SLT. • Additional seminars for identified pupils. • Weekly summative assessment for core subject (Survey Monkey)
	<p>Digital Strategy</p> 	<ul style="list-style-type: none"> • Google Drive contains all workbook material, PowerPoints and assessment materials-mirroring the school's curriculum as delivered on-site. • Devices obtained from the Ark Digital Strategy to be used on-site • Survey Monkey on access to technology administered prior to Aut 2 to ensure identification of pupils who will require hard copy workbooks or support for more long-term remote learning 	<ul style="list-style-type: none"> • Self-isolating pupils cross-referenced against our digital database, so teachers can provide learning either online via our learning platform or hard copies dependant on the needs of the pupil. 	<ul style="list-style-type: none"> • Ark Digital Strategy to support pupils Y4-Y6. • Those identified as unable to access to receive hard copy work books and additional phone call support from the class teacher for teaching and learning. 	<ul style="list-style-type: none"> • Ark Digital Strategy to support pupils Y4-Y6. • Those identified as unable to access to receive hard copy work books and additional phone call support from the class teacher for teaching and learning.
Holistic Approach	Pastoral Support	<ul style="list-style-type: none"> • Holistic Approach Multi-Disciplinary Team meeting held weekly to 	<ul style="list-style-type: none"> • Daily check in phone calls from Class Teacher 	<ul style="list-style-type: none"> • Daily check in phone calls from Class Teacher 	<ul style="list-style-type: none"> • Daily check in phone calls from Class Teacher

Experiences		triangulate Inclusion, Pastoral, Safeguarding • Pastoral Year Group Lead supports check-ins with vulnerable pupils or pupils flagged in HAMDT.	• If pupils are identified as a pastoral concern, pastoral lead to do a weekly check in IN ADDITION to class teacher to support family	• If pupils are identified as a pastoral concern, pastoral lead to do a weekly check in IN ADDITION to class teacher to support family	• If pupils are identified as a pastoral concern, pastoral lead to do a weekly check in IN ADDITION to class teacher to support family
	Inclusion Support 	• Inclusion Team have defined a suite of provision for pupils	• If pupil is an EHCP pupil, a bank of resources used for learning at schools provided so learning conditions can be replicated as much as possible. • Weekly check-in calls in addition to class teacher by Inclusion Team	• Weekly check-in calls in addition to class teacher by Inclusion Team • Inclusion Team to support teachers in producing personalised learning packs for EHCP pupils.	• Weekly check-in calls in addition to class teacher by Inclusion Team • Inclusion Team to support teachers in producing personalised learning packs for EHCP pupils.
	Contact 	• Daily contact in school	• Daily contact at home	• Seminar group teams meeting • Followed up by individual phone calls if required • Inclusion/Pastoral team check-in continue	• Seminar group teams meeting • Followed up by individual phone calls if required • Inclusion/Pastoral team check-in continue
	Supplementary Curriculum Experiences Charter to support Wider Curriculum.  EXPERIENCE	• As defined by Curriculum charter in line with COVID-secure measures	• Experiences charter mapped out with pre-prepared links for 'home learning experiences' e.g. listen to classical music concert online	• Experiences charter mapped out with pre-prepared links for 'home learning experiences' e.g. listen to classical music concert online	• Experiences charter mapped out with pre-prepared links for 'home learning experiences' e.g. listen to classical music concert online

Roles and responsibilities

This part of the policy sets out the roles and responsibilities of all stakeholders, including pupils and parents, if our school has to move to a period of remote learning.

2.1 Teachers

When providing remote learning, teachers must be available between 8:00 a.m. and 5:00 p.m.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report at the first opportunity to the Principal and Vice Principal.

When providing remote learning, teachers are responsible for:

- Home learning:
 - Setting a weekly schedule of lessons for their class, with 3+ lessons per day for pupils to complete (referring pupils to websites and online platforms as necessary). This should be emailed to the Vice Principal for uploading to the website and emailing to parents.
 - Providing supporting resources for the schedule of lessons to ensure best possible outcomes for pupils.
 - Printing and preparing paper home learning packs where required.
 - Recording the modelling of core lessons and incorporating into subject power points
 - Conduct a morning registration meeting via Teams/Zoom and update Seesaw accordingly.
 - Following initial session run subject support seminars to close gaps from the previous days learning.

- Communicating any questions, concerns or difficulties around home learning to the Vice Principal in a timely manner.
- Using assessment tools to inform and adapt subsequent teaching and learning.
- Providing feedback on work:
 - Responding to pupils submitted learning and providing feedback in a timely manner in line with the remote learning model.
 - Forwarding examples of home learning to be celebrated to the Principal and Vice Principal to form the content of assemblies.
- Keeping in touch with pupils who aren't in school and their parents:
 - Responding to pupil / parent requests for support through the year group email in a timely manner.
 - Maintaining daily contact with all pupils and following up with additional phone calls where required.
 - Adapted materials available for children in receipt of an ECHP and accompanying additional call. Children deemed vulnerable by the school will also receive additional contact.
 - Communicating any safeguarding, welfare or teaching and learning concerns to the the DSL, Principal and/or Vice Principal in 24hours.
- Attending virtual meetings with staff, network colleagues and external agencies:
 - Ensure attendance at all scheduled meetings at the set time, checking technology in advance.
 - Dress code – suitable smart attire for virtual meetings with colleagues and across the network.
 - Locations – professional environment, avoiding background noise and interruption, and ensuring backgrounds are appropriate.
 - Communicate reasons for any non-attendance to the Principal and Vice Principal prior to meetings.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8:45 a.m. and 3:00 p.m.

If unable to work for any reason during this time, for example due to sickness or caring for a dependent, teachers should report at the first opportunity to the Principal and Vice Principal.

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

- Home learning:
 - Printing and preparing paper home learning packs where required.
 - Supporting the teacher in recording videos where possible.
 - Communicating any questions, concerns or difficulties around home learning to the Vice Principal in a timely manner.
- Providing feedback on work:
 - Responding to pupil work submitted through SeeSaw or via email, in a timely manner.
 - Forwarding examples of home learning to be celebrated to the Principal and Vice Principal to form the content of assemblies.
- Keeping in touch with pupils who aren't in school and their parents:
 - Responding to pupil / parent requests for support through the year group email, in a timely fashion. Supporting phone calls home, in line with the teacher requirement for:
 - Making at least one phone call weekly to all pupils who are learning at home, as a welfare check and providing support with learning.
 - Making at least two phone calls weekly to pupils who are considered vulnerable or have specific learning difficulties.
 - Communicating any safeguarding, welfare or teaching and learning concerns to the the DDSL, Principal and/or Vice Principal immediately.
 - Attending virtual meetings with staff, network colleagues and external agencies:
 - Ensure attendance at all scheduled meetings at the set time, checking technology in advance.

- Dress code – suitable smart attire for virtual meetings with colleagues and across the network.
- Locations – professional environment, avoiding background noise and interruption, and ensuring backgrounds are appropriate.
- Communicate reasons for any non-attendance to the Principal and Vice Principal prior to meetings.

2.3 Subject Leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning.
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent.
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring, and providing timely feedback on, the remote work set by teachers in their subject.
- Alerting teachers to resources they can use to teach their subject remotely (including Ark SPArk).

2.4 Senior Leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – in the first instance, the Vice Principal will lead on this approach.
- Monitoring the effectiveness of remote learning through regular checks of planned content, regular communication with teachers and teaching assistants, feedback from parents and pupils and monitoring of engagement through emails, SeeSaw and social platforms – in the first instance, the Vice Principal will lead on this approach.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – in the first instance, the Principal will lead on this approach.

2.5 Designated Safeguarding lead

The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

Additionally, DSLs knowledge and skills will be updated regularly through a variety of other methods, e.g. e-bulletins and briefings, organising and participating in conferences, local meetings, other identified training, supervision, Ark network training and Ark DSL hub meetings.

The school has appointed additional staff to deputise for the DSL. The Deputy DSLs have attended appropriate training, which enables them to be fully conversant and to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. Impero EdAware online system is Ark's mandatory system for safeguarding recording.
- Liaise with Ark's Head of Safeguarding in reporting serious safeguarding issues relating to children and in matters relating to staff.
- Keep their Principal/Head of School informed of any serious safeguarding issues relating to children and staff.
- Be aware of pupils who have a social worker
- Help promote educational outcomes, academic progress by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

2.6 Inclusion Lead

Alongside any teaching responsibilities, the Inclusion Lead is responsible for:

- Setting, preparation and distribution of home learning for pupils with EHCP plans and on the SEND register.
- Establishing home learning platforms for targeted work, ensuring pupils and parents can access the content.
- Working alongside teachers to ensure pupil work and provision is suitably targeted for the individual.
- Liaising with outside agencies to ensure, where possible, targeted provision remains in place and is effective in delivery.
- Making at least two phone calls weekly to parents of pupils who are considered vulnerable or have specific learning difficulties, receiving feedback on home learning offer and refining approach where necessary. Calls to be made through MS Teams (without cameras being enabled)

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be available for learning during the school day
- Complete work to the deadline set by teachers and will be shared on SeeSaw. Work can also be shared by email edsupport@arkovalprimary.org or the year group email address
- Please do ask for help if you need it
 - If you need assistance please do not hesitate to contact us by email edsupport@arkovalprimary.org, year group email address, or contact your teacher through your class SeeSaw link

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
 - if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

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 our subject leads, our Vice Principal or SENCo
- Issues with behaviour – talk to our Principal or Vice Principal
- Issues with IT – talk to our Principal or Vice Prinical and log a ticket using XMA's Support Desk
- Issues with their own workload or wellbeing – talk to our Principal
- Concerns about data protection – talk to our Principal
- If you have any concerns about safeguarding – please contact our DSL, Rochelle Folkes

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will ensure that they are using an Ark Schools device rather than a personal device, if you have been provided with one.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses for parents and pupils as part of your schools approach to setting up and accessing remote learning. 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:

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- 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing your work device among family or friends if they can access your school systems

Ark Schools devices will have updates installed automatically and security policies will be maintained. If you are using your own device you must install anti-virus software and ensure that operating systems are update (by always installing the latest updates).

5. Safeguarding

Please refer to our Safeguarding Policy which can be found on our website

- <https://arkovalprimary.org/safeguarding>