Remote Learning and Communication Policy

January 2022 (Revised)

Intent

At The Trinity Federation, we strive to deliver a broad, balanced, engaging and dynamic learning experience for all of our pupils and our intention extends to both in-school and remote learning. Our Remote Learning policy reflects our intent to provide high quality, progressive learning which is aligned to National Curriculum Objectives whilst also considering, reflecting and meeting the needs of our cohort.

Implementation

Children will be presented with a clear timetable of learning for each day of the Remote Learning period. The content of the learning will continue from their current point and reflect our planned sequence of learning. Our Remote Learning curriculum will be delivered using a blend of tried and tested online learning platforms, set tasks, interactive schemes and face-to- face virtual classroom experiences.

Impact

Regular Assessment for Learning will be conducted during a lockdown period through our marking and feedback policy. Attendance, engagement, progress and attainment will be carefully measured and monitored by class teachers and overseen by members of our Executive and Senior Leadership Team. In addition to this, our SLT team will regularly engage with classes through Class Dojo to monitor the quality of teaching and learning. In response to our Covid-19 Impact Review, we will ensure that through regular and targeted Classroom Teams Meetings, we are enabling children to seek guidance on challenges and ensuring that children are able to maintain those all-important social connections with their teacher and peers.

Contents

Levels of Lockdown and Remote Learning Support

Individual Isolations – Pupils

Where an individual child has to self-isolate but is not unwell we have a duty of care to provide core and curriculum learning over the course of their isolation period. Work will be provided in line with whole class learning. Work should be completed and submitted via their Dojo account at the end of each day. Feedback given on key pieces within 48 hours. In addition to the work set, children will engage in a weekly call with their Class Teacher.

Where a child is self-isolating because they have a confirmed case of Covid19, we would **not** expect any work to be completed during the period of their illness.

Individual Isolations – Teaching Staff

Where a teacher must self-isolate, as with a confirmed case of Covid19, if they are well, they will be expected to engage in school learning and activities.

Whole School Lockdown

In the event of a Whole School Lockdown due to a significant number of cases, as directed by Public Health England, we would deliver our Remote Teaching Timetable.

Year Group Lockdown

In the event of a Year Group Lockdown, as directed by Public Health England, we would deliver our Remote Teaching Timetable.

Key Worker Provision

Whilst we are committed to supporting our community in the event of a lockdown, our Key Worker provision will only be available in certain circumstances.

• Localised / National Lockdown - Key Worker classes would be in effect, as guided by Public Health England and emerging Government guidance

• School Specific Lockdown – Key worker provision would not be available

• Year Group Lockdown – Key worker provision would not be available

ELT / SLT Responsibilities

ELT / SLT Member	Responsibility
Mrs C. Gaskin Executive Headteacher	The Executive Headteacher is responsible for: • Monitoring the remote learning offer in each of the schools within The Trinity Federation to ensure it is meeting all government expectations and that remote 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 • Reviewing this policy at every review, it will be considered/approved by the Full Governing Body of The Trinity Federation.
Miss E. Docherty Interim Director of teaching and learning Head of School St Mary's Bluecoat – Mrs C. Aston Worfield Endowed – Mrs J. Merrick Beckbury CoE – Mrs L. Anson	• Co-ordinating the remote learning approach across the school in-line with this policy and ensuring the offer is fully in place and understood by staff, pupils and parents • Ensuring that any child not in school due to self-isolation (not illness) has access to remote learning in-line with policy • Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring planning/tasks set and quality of work produced and working closely with subject leaders and reporting to the Executive Headteacher/FGB as required. • Monitoring email correspondence between parents and teachers • Monitoring the security of remote learning systems, including data protection and safeguarding considerations and reporting any concerns to the DSL.
Mr D. Lavell Director of SEND and Inclusion SENDCO – St Mary's Bluecoat SENDCo- Worfied – Mrs J. Merrick Beckbury – Miss E. Docherty Mrs T. Phillips Early Intervention Practitioner (Deputy Designated Safeguarding Lead)	The SENDCo is responsible for: • Monitoring the quality and appropriateness of any home learning package for any children in receipt of an EHCP • Liaising with the parent of a child with an additional need in respect of their child's home-learning, as necessary • Alerting teachers to resources they can use to support an individual child's specific needs remotely • Maintaining contact with outside agencies involved in the child's school life. • Making remote arrangements for annual reviews of EHCPs, or termly IEP reviews.
Mrs C. Gaskin Designated Safeguarding Lead	The DSL, working with the support of DDSLs, is responsible for: • Attending and arranging, where necessary, any safeguarding meetings that occur during the remote learning period or

DDSL – St Mary's Bluecoat – Mrs C. Aston Worfield – Mrs J. Merrick Beckbury – Miss E. Docherty Mrs T. Phillips Early Intervention Practitioner (Deputy Designated Safeguarding Lead)	ensuring this is delegated to a DDSL • Liaising with ICT providers to ensure that all technology used for remote learning is suitable for its purpose and will protect pupils online. • Identifying vulnerable pupils who may be at risk if they are learning remotely. • Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required. • Ensuring that child protection plans are enforced while the pupil is learning remotely and liaising with other organisations to make alternate arrangements for pupils who are at a high risk, where required. • Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place. • Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working. • Ensuring all safeguarding incidents or concerns are adequately recorded and reported.

Teachers and Teaching Assistants Responsibilities

Staff Member	Responsibility
Class Teachers	• Share remote teaching and learning activities with their class mainly through Class Dojo • Offer offline ways of working for pupils where necessary – learning packs may be provided as required in special circumstances (subject to a risk assessment) • Provide a tailored home learning package for any children in receipt of an EHCP • Continue teaching in-line with current, curriculum planning that is already in place throughout the school, ensuring a broad and balanced curriculum with appropriate progression • Keep in contact with children and families through Class Dojo and telephone contact with parents as required • Reply to messages, set work and give feedback on activities during normal teaching hours • Allow flexibility in the completion of activities, understanding that the circumstances leading to our closure/self-isolation will affect families in a number of ways • Take regular breaks away from their device to engage in other professional duties as much as circumstances allow • If unwell themselves, be covered by another staff member for the sharing of work • Report any safeguarding concerns to the DSL • Will not teach live-lessons in the event of a bubble closure (see Safeguarding policy) but they may wish to upload pre-recorded footage to support teaching and learning or pupil well-being.

Teaching Assistants	Supporting pupils who are absent due to self-isolation (when their class continues to attend school)– • The class teacher may ask that you telephone the pupils' parent on the first day of absence to check they know how to access ClassDojo and where to locate daily learning. Provide guidance as required. • Check any remote messages from a pupil, or their parent, during the school day and respond appropriately (if requested to by the class teacher) • Download any pupil work from ClassDojo that the class teacher may require for display or inclusion in the pupil's work books. • Upload daily learning to ClassDojo in the event of the teacher being ill. The HoS and subject leaders will support with the planning of the tasks and resources to upload
Subject leaders	Alongside their teaching responsibilities, subject leaders 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 leaders and senior leaders to make sure work set remotely across all subjects is appropriate and progressive • Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set • Alerting teachers to resources they can use to teach their subject remotely • Liaising with parents in respect of their subject area as necessary SENDCo: The SENDCo is responsible for: • Monitoring the quality and appropriateness of any home learning package for any children in receipt of an EHCP • Liaising with the parent of a child with an additional need in respect of their child's home-learning, as necessary • Alerting teachers to resources they can use to support an individual child's specific needs remotely • Maintaining contact with outside agencies involved in the child's school life. • Making remote arrangements for annual reviews of EHCPs, or termly IEP reviews.

Additional Responsibilities

Staff Member	Responsibility
Administrators	Responsible for DFE returns and monitoring attendance and issuing Free School Meal vouchers.

Safeguarding

All staff should be following the federation's current safeguarding policy. DDSL's (also HoS) will communicate any updates to the school community. It remains the responsibility of every staff member to take responsibility to stay updated with the latest advice and guidance for safeguarding. The Safeguarding policy has been circulated to all staff alongside KCSIE September 2021.

Teachers should follow standard safeguarding protocol with all safeguarding concerns, reporting them to the DSL or a DDSL and logging the information in-line with policy.

Staff attending virtual meetings with staff and external agencies, parents, and pupils:

• Dress code – All staff attending meetings virtually should dress appropriately in work attire. Consideration should be given to the audience and participants of the meetings to ensure that professional standards are maintained at all times.

• When attending professional meetings remotely, staff must be aware of their surroundings, ensuring that, where possible, they are in a suitable location and that conversations are in a suitably private area where they cannot be overheard.

Phone calls made to parents will be made using school phones where possible. Where a member of staff has no option but to use a personal phone then their telephone number MUST be withheld.

Data protection

Accessing personal data

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

• use only the information already held securely on the school's information management system (SIMS). This may be shared with them securely by the school's administrator or school leadership team.

Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers to contact parents or pupil addresses to deliver work-packs as part of the remote learning system. As this processing is necessary for the school's official functions, individuals do not need to give separate permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online and not print out data if it can be accessed on screen. All contact details will be stored in line with the Data Protection Policy. The school will not permit paper copies of contact details to be taken off the school premises.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times. Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of remote learning and teaching. Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

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 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

Parents need to ensure that they monitor their child's access to the Internet and take the appropriate precautionary measures that need to be put in place if their child is learning remotely using their own/family owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of remote learning, the school will:

• 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

• 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 child safe online.

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. antivirus software, on devices not owned by the school.

Delivery Platforms

	Class Dojo: • Recorded Lessons and Videos • Upload of Daily Challenges • Submission of Completed Challenges • Marking and Feedback • Showcasing Learning • Central Communications (Class and Whole School)
	Teams: • Live Registration and communication sessions • Staff Meetings – Teaching, TA's and Whole Staff • CPD Sessions

Timetables

Our remote provision will follow our normal timetables – these will be shared with families on Class DoJo as and when required. Lessons will be a mixture of recordings, set tasks and live sessions.

A typical day's set work for a pupil in EYFS or Key Stage 1 might include the following:

- Reading to an adult
- A 20 minute maths task
- A 20 minute phonics task
- A daily PE/Exercise task (approx. 20 minute)
- A 30 minute task in a non-core subject
- A 30 minute PSED task
- 10 minutes fine-motor skills based task
- A thought/reflection for the day linked to Christian values

Weekly expectations:

- One hour of RE

A typical day's set work for a pupil in Key Stage 2 might include the following:

♣ Reading to an adult

♣ A 15 minute times-table challenge (e.g. TT Rockstars)

♣ A 15 minute spelling/grammar task

♣ A 40 minute maths task

♣ A 40 minute English task

♣ A daily PE/Exercise task (approx. 20 minute)

♣ A 30 minute task in a non-core subject

♣ A thought/reflection for the day linked to Christian values

Weekly expectations:

♣ One hour of RE

The above is not representative of the allocation of time a pupil would usually spend working on each subject in a normal school day but instead is what teachers in our federation have collectively agreed would be a reasonable time for pupils to spend on different remote learning tasks at home. 'Chunking' the day into manageable parts will allow for some structure with regular movement and rest breaks which are essential to a child being able to maintain concentration across a day. Timings are only approximate.

In-line with advice and guidance from the DFE, a range of work will be planned that can be completed both online and offline and takes into account the class teacher's knowledge of the children's ability as well as taking into account our knowledge that not every child will have access to technology at this time. We also, recognise that parents cannot be expected to become teachers, particularly when many have their own work to undertake. Where dates for work to be completed by are given there will always be a degree of flexibility around these to take into account individual circumstances.

Learning Platforms

Name	Year groups	Curriculum focus
Times Tables Rock Stars	Year 1/2 – Year 6	Times Tables Fluency
White Rose Maths	Reception – Year 6	Maths National Curriculum Objectives

Guidance on Marking and Feedback

Feedback will be given to the child, through typed feedback in accordance with our Marking and Feedback Policy so far as is reasonably practicably with online working. The school expects pupils and staff to maintain a good work ethic and a high quality of work during the period of remote learning. Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Phone Communication

Children and families who are vulnerable will need our support and guidance during the event of a lockdown. One of our Deputy Safeguarding Leads, or Mrs Phillips, will be responsible for overseeing weekly contact with these families. Phone call will be prioritised for those families who have a Child Protection Plan, a Child in Need plan in place or SEND pupils.

Physical Learning Packs

For families with extreme difficulty accessing remote learning, we will provide physical packs of work. Learning Packs will be prepared on the Monday of each week for collection on a Tuesday.

Expectations

Expectations for parents/ carers

Expectations of Parents: We expect a parent to:

- Support their child's learning to the best of their ability
- Encourage their child to access and engage with ClassDojo posts and complete work set by their teacher
- Refrain from screenshotting or copying any information, messages or posts to share on social media or any other platform outside of ClassDojo or Teams
- Know they can continue to contact their class teacher through ClassDojo if they need advice on aspects of the work set
- Check their child's completed work each day, help their child to send it back to their teacher and encourage the progress that is being made
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax, as they would during a normal school day
- Allow their child daily access to an Internet enabled device for a reasonable amount of the day. School understand that a device may need to be shared by other family members. Parents are encouraged to speak to the school in confidence if there is no device available for any online working.
- Provide their child with a suitable area in which to work i.e. a table & chair
- Make the school aware if their child is sick or otherwise can't complete work – normal absence reporting procedures should be followed
- Seek help from the school if they need it
- Be respectful when making any queries or concerns known to staff
- Understand that teachers are required to respond to online messages during their usual working hours only
- Use ClassDojo to communicate about remote work only. Other established school procedures should be used to communicate with school staff on any other matters. Initial contact can be made through sending an email to the school's admin email address or, where the school remains open, by telephoning the administrator.

Teams protocol for children

• Children must always have an adult in the room.

• Appropriate clothing must be worn.

• Be polite and respectful at all times – all meetings will be recorded.

• Do not publicise the meeting's link on social media.

• Do not take a screen shot of everyone.

• Wait your turn to speak, as it is difficult to hear what is being said if more than one person speaks, so raise your hand.

Monitoring arrangements:

General queries or complaints about home learning should be forwarded to the Head of School.

The Executive Headteachers responsibilities – See ELT Roles and Responsibilities

At every review, it will be considered/approved by The Trinity Federation chair of governors – Mr C. Stevenson

The full governing body is responsible for:

- Ensuring that the school has robust risk management procedures in place.
- Ensuring the effectiveness of the school's remote learning arrangements.

Links with other policies

This policy is linked to our:

- Behaviour regulation policy
- Marking and Feedback policy
- Curriculum Statement
- Child protection policy and any published coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- E-safety policy
- Attendance policy
- Health & safety policy / COVID-19 Risk Assessment
- GDPR data protection policy
- Pupil/Parent Privacy Notices
- Social Media Policy
- SEND Policy