Hartlepool Aspire Trust
(Catcote Academy & Catcote Futures)

Remote Learning Policy

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Remote Learning Policy

Originator:	S Lamplough	Date:	October 2020
Reviewer:	A Johnson	Date:	November 2020
Approver:		Date:	

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1	First Issue	Moderate	Oct 2020
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NOT PROTECTIVELY MARKED

1 Introduction

1.1 Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who are not in the academy due to COVID-19
- Set out expectations for all members of the school/college community with regards to remote learning
- Continue to support students to engage in learning while absent from school

The partial closure of schools and colleges due to COVID-19, and the continuing impact of the pandemic means that as a trust we are being challenged to find new ways of ensuring that all students can continue to make progress, even when they are unable to attend school. At Hartlepool Aspire trust we have developed a strategy that will enable every student to remain fully connected with their teachers and with their learning.

In circumstances where students are unable to attend because of a national lockdown, the closure of a bubble following confirmation of a positive case of COVID-19, or they need to self-isolate, students will be able to access high quality teaching and learning opportunities through our remote learning offer.

Our current aim is that every student, from the first day of absence, can have access to teaching and learning opportunities related to their curriculum and matched to their ability. We anticipate that students working remotely will have an engaging learning experience, where they are able to become active participants in learning with access to personalised feedback and support.

1.2 How will remote learning be delivered?

Due to the varying needs of our students, the remote learning offer will be designed specifically for each class and closely match the curriculum that the student would follow in school/ college.

Each teacher will provide a bespoke timetable with resources for the student to engage in learning opportunities at home. Teachers will make regular contact with Parents/ carers to provide support.

1.3 What is the current offer?

The government has said that from 22 October 2020, all schools have a legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (Covid-19).

At Hartlepool Aspire trust we are now well positioned to deliver remote learning to those students who are unable to attend the academy as a result of any of the following scenarios:

a)   closure of a student bubble following a confirmed case of covid-19
b)   individual students self-isolating and well enough to learn
c)   if there is a national lock down we will stay open to vulnerable students and children of key workers

Government advice for Special schools indicates that it is unlikely that any student would be absent from school/ college for more than 10 days, unless there is a national lockdown.

1.4 What will be expected from students?

Students who are self-isolating but otherwise well, will be expected to engage with the learning that has been set by their teacher. Work should be completed and submitted in accordance with teacher's instructions,

Students are expected to follow the acceptable use policy when using ICT equipment, as if they were in school/college.

1.5   What if students are struggling to keep up with learning in lessons?

It is our expectation that teachers will plan differentiated activities, matched to the student's needs, if they need extra support Parents/Carers can contact their class teacher for advice.

1.6   Will parents be involved in remote learning?

Parents/Carers are solely responsible for the care and well-being of their child while they are not attending school or college.

Class Teachers will provide timetables and these will be shared with Parents/Carer, that outline the learning expectations.

Parents/Carers should try to provide feedback to Teachers, through interactive platforms or telephone.

Reminders of the remote learning protocols will be shared with students and parents/carers.

1.7   How will students and parents know what to do?

The class teachers will provide information to parents/carers so they are well informed and able to support their child. Teachers will communicate via telephone or interactive platform. Teachers will be available for parents/ carers to contact during school hours.

2   Roles and Responsibilities

General

Staff involved in the provision of remote learning should be available during their normal working hours. All, staff should be aware of, and adhere to the details provided in this policy, particularly any safeguarding and data protection implications. Any concerns must be reported immediately to the DSL or esaftey lead.

2.1 Trust Board

Approval of the policy for remote learning and across the Trust

2.2 CEO

Ensure staff adhere to this Remote learning Policy

2.3 Senior Leaders

- Co-ordinate the remote learning approach across the trust under the direction of the CEO
- Monitoring the effectiveness of remote learning, with a focus on the quality of work being produced and the feedback provided to students.
- Providing feedback, where necessary, about the implementation of remote learning

2.4 Teachers

- Provide timetables and resources for students from the first day of absence where deemed necessary
- Feedback will be individually provided
- Lessons should be sequential so that students can make progress or consolidate learning.
- Provide support for parents/carer in relation to the wellbeing of their child

2.5 Teaching Assistants

- Support the teacher to prepare resources for the students
- Support the teacher to provide feedback to students

2.6 Designated Safeguarding Lead (DSL) and Esafety Lead

- Ensure that any concerns are responded to in line with academy policies.

2.7 IT Staff

- Support staff and parents with any technical issues
- Reviewing the security of remote learning systems and raising any concerns
- Assisting students and parents with accessing the internet or devices

2.7.1 Students

- Will try to engage in learning provided by their teacher during the school day
- Try to complete work set by teachers to the best of their ability
- Seek help if they need it from their teacher, via the interactive platform
- Respond to any feedback provided by teachers
- Should adhere to the '*Acceptable use agreement'* (signed by students and parents at the start of each academic year).

2.7.2 Parents

- Make the academy aware if their child is sick or unable to complete work for any reason
- Seek help from the academy/college if needed
- Monitor the use of any devices used by their children for remote learning
- Provide a quiet space for their child to learn and participate in remote learning
- Should adhere to the *"acceptable use agreement"*

3 Data Protection

The Trusts data protection GDPR policy will be adhered to, whilst providing remote learning

3.1 Safeguarding

The Trusts safeguarding policies will be adhered to, whilst providing remote learning. These can be found on the Trust's websites.

In particular during welfare calls staff should be aware:

"All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead

(and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence."

3.2 Online safety – members to staff

Staff must be familiar with and adhere to all the safeguarding policies to protect themselves when providing remote learning and support for parents/carers.

The online safety policy has an addendum in relation to remote learning that must be signed by parents and students if a student is accessing ICT equipment from school/college.

Advice for staff can be found in appendix B.

Students are taught in school to use interactive platforms safely. The platforms are in daily use in school and have been checked for GDPR and have robust privacy policies.

- Class dojo letters of agreement of use are signed by parents, and by the student if they are using these to communicate with parents. The privacy policy can be found here:

https://www.classdojo.com/en-gb/privacy/?redirect=true

- Purlpe Mash privacy policy is found here:

https://www.purplemash.com/mashcontent/applications/security/privacy_usa/Purple_Mash_USA_Privacy_Policy.pdf

- Oxford owl privacy policy is found here:

https://www.oxfordowl.co.uk/home/terms-and-conditions

3.3   Online safety – children and young people

While children or young people are at home they may spend more time Online or on social media, which may increase risk. Parents and carers should ensure that all of their child's social media accounts are closely monitored, and that they have their security settings set to private to protect their child.

Below are online links that will help parents and carers protect their child whilst they are online:

Childline - for support
UK Safer Internet Centre - to report and remove harmful online content
CEOP - for advice on making a report about online abuse Support for parents and carers to keep their children safe online includes:
Internet matters - for support for parents and carers to keep their children safe online
London Grid for Learning - for support for parents and carers to keep their children safe online
Net-aware - for support for parents and carers from the NSPCC
Parent info - for support for parents and carers to keep their children safe online
Thinkuknow - for advice from the National Crime Agency to stay safe online
UK Safer Internet Centre - advice for parents, carers and students
National Safety Online – advice for parents and carers
saferinternet - advice on online safety

Top Tips for Parents to keep your child safe online:

1. Talk to your child about what they like to use online
2. Know who your child's friends are, both in the real and virtual world
3. Control what your child shares online
4. Have the "never meet" rule – never meet anyone in real life who you have met online
5. Monitor your child's usage
6. Set your child's passwords and regularly check in to make sure they haven't been changed
7. Set parental controls / filter what they can access
8. Educate yourself – keep up with new technology and internet language
9. Talk to your child about risk

3.4   Monitoring arrangements

This policy will be monitored and reviewed regularly. Any changes to the policy will be approved by the Trust Board.

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3.6 Links with other policies

- Safeguarding policies
- GDPR policy
- ICT acceptable use policy
- Online Safety policy

4   Review Period

This policy shall be reviewed every year and revised if necessary. The document will be approved by SLT.

5   Definitions / Abbreviations

Term	Meaning
EFA	Education Funding Agency
HAT	Hartlepool Aspire Trust

6   References

[1]   XXXXX Procedure; HAT/PROC/xxx/yyy.

Appendix A – Additional Information

Remote Learning Plans:
All Teachers have prepared remote learning plans , specifically for their class a summary is below:

Remote Education Plan (for those who are well and self-isolating)

6.1 Pathway:	6.2 Key Stage:	6.3 Class:
	Scenario A (All Class Bubble)	Scenario B (1 or 2 students off)
Provide a general statement of what will be on the timetable (10 days)	Teachers will provide this information to match the student's needs	Personalised work will be provided from the first day of absence
How will the work be issued/accessed by parents/students?	The Teacher will provide feedback via class dojo or by telephone. Work packs will be sent home or via class dojo	The Teacher will provide feedback via class dojo or by telephone. Work packs will be sent home or via class dojo
How will you communicate with parents and where appropriate students? How often?	Via class dojo or telephone at least once a week	Via class dojo or telephone at least once a week
How will progress be monitored and feedback given?	Via class dojo or telephone at least once a week	Via class dojo or telephone at least once a week
How will work be quality assured?	Work will be stored centrally and reviewed by SLT line managers and from feedback from parents/carers	Work will be stored centrally and reviewed by SLT line managers and from feedback from parents/carers

Example for Red pathway:

Remote Education Plan (for those who are well and self-isolating)

Pathway: Red summary		

	Scenario A (All Class Bubble)	Scenario B (1 or 2 students off)
Provide a general statement of what will be on the timetable (10 days)	**Key Stage 3** Consistent timetable across the key stage: • Mathematics – set of sequential lessons • English – set of sequential lessons that include 1 day spelling/phonics, 1 day- reading then the remainder will be a sequential set of lessons. • Physical exercise tasks with virtual links to different exercise regimes on line. • Art lessons • PSHE - self-esteem building • Interactive platforms e.g.; *Purple mash* and *Oxford Owl* will also be used to set tasks for students.	Pastoral teacher to set individual work that reflects the curriculum in class.
	Key Stage 4 Consistent timetable across the key stage: • Mathematics – set of sequential lessons • English – set of sequential lesson • Physical exercise tasks with virtual links to different exercise regimes on line. • Mindful activity • Physical activity – links to websites included where needed • PSHE - self-esteem building • Life Skills / home management • Reflection activity	Pastoral teacher to set individual work that reflects the curriculum in class.
	Key Stage 5	

	Consistent timetable across the key stage:	Pastoral teacher to set individual work that reflects the curriculum in class.
	• Mathematics – set of sequential lessons • English – set of sequential lesson • Physical activity - tasks with virtual links to different exercise regimes on line. • Life skills – set of sequential activities • Careers – lessons that have specific online links for students to access • Mindful activity • Interactive platforms will be used from individual pastoral teachers for their classes such as *Purplemash*.	
How will the work be issued /accessed by parents/students?	**Key stage 3** Work created is printed and placed in individual work packs ready to send out to students. All work is also saved in subject folders in the *KS3 folder* within the *Remote Learning* folder on *Sharepoint* to send electronic copies if needed.	Work will be printed and supplied. Class dojo will be used to assist parents /carers / students with any help needed throughout this period of time.
	Key Stage 4 Work created is printed and placed in individual work packs ready to send out to students. All work is also saved in subject folders in the *KS4 folder* within the *Remote Learning* folder on *Sharepoint* to send electronic copies if needed.	Work will be printed and supplied. Class dojo will be used to assist parents /carers / students with any help needed throughout this period of time.
	Key Stage 5 Work created is printed and placed in individual work packs ready to send out to students. All work is also saved in subject folders in the *KS5 folder* within the *Remote Learning* folder on *Sharepoint* to send electronic copies if needed.	Work will be printed and supplied. Class dojo will be used to assist parents /carers / students with any help needed throughout this period of time.

How will you communicate with parents and where appropriate students? How often?	**All Key Stages** Class dojo will be used for communication with parents and students daily. Welfare calls will be made weekly to talk to parent/carers and students.	**All Key Stages** Class dojo will be used for communication with parents and students. Welfare calls will be made weekly to talk to parent/carers and students.
How will progress be monitored and feedback given?	**All Key Stages** Pastoral staff will use the interactive platform Class Dojo to monitor progress and provide feedback. - Students will complete work and take a photo of the work. - The photo will be sent to their pastoral teacher via Class Dojo. - The teacher will assess the work and then provide feedback via Class Dojo.	**All Key Stages** Pastoral staff will use the interactive platform Class Dojo to monitor progress and provide feedback. - Students will complete work and take a photo of the work. - The photo will be sent to their pastoral teacher via Class Dojo. - The teacher will assess the work and then provide feedback via Class Dojo.
How will work be quality assured?	KS3 Curriculum & Assessment leads will QA the work that is produced via Sharepoint. Assistant Head will review the QA with the Curriculum & Assessment Leads.	KS3 Curriculum & Assessment leads will QA the work that is being sent home individually at intermittent times. Assistant Head will review the QA with the Curriculum & Assessment Leads intermittently.
	KS4 Curriculum & Assessment lead will QA the work that is produced via Sharepoint. Assistant Head will review the QA with the Curriculum & Assessment Leads.	KS4 Curriculum & Assessment lead will QA the work that is being sent home individually at intermittent times. Assistant Head will review the QA with the Curriculum & Assessment Leads intermittently.
	KS5 Curriculum & Assessment leads will QA the work that is produced via Sharepoint. Assistant Head will review the QA with the Curriculum & Assessment Leads.	KS5 Curriculum & Assessment lead will QA the work that is being sent home individually at intermittent times. Assistant Head will review the QA with the Curriculum & Assessment Leads intermittently.

Appendix B - Advice for safeguarding staff during remote teaching:

Remote on-line teaching through Microsoft Teams

- Sit against a neutral background
- Avoid recording in their bedroom where possible (if that's not possible, use a neutral background)
- Dress like they would for school – no pyjamas!
- Double check that any other tabs they have open in their browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language

Ask pupils to also be in a shared space in their house, rather than in their bedroom.

Advice students to also be dressed appropriately for other people to see them

Alternatively, you could ask them to turn their cameras off.

Ask parents who'll also be there to be mindful that other children might see or hear them and anything in the background.

Make a recording so there's something to go back to later on if you need to, and keep a log of who's doing video calls and when. Check that parents are happy with you making recordings first – tell them it's for school records only.

To record in Microsoft Teams:

1. In the meeting, click 'More options' (the 3 dots) > 'Start recording'
2. Wait for the recording to start (you'll get a notification saying 'Recording has started')
3. When you finish, click 'More options' > 'Stop recording'
4. Wait for the recording to be saved in Microsoft Stream (whoever started the recording will get an email notification when it's ready to watch)

Using chat in Microsoft Teams

"Written chat can be done with students in a group or individually by a lone member of staff as all of the chats are logged in the same way our emails are. Staff are advised not to delete any messages to or from students.

Video chats are only to be done with 2 members of staff present, whether that be 2 members of staff in the same physical room in a chat, or 2 members of staff online in the same chat room with students. This applies to a group chat with students or with a lone student.