| LGCS Policy | Remote Education Policy | | | | | |
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| Approved by | LAC | Issue Date | Oct 2023 | Review Date | July 2026 | |
| Audience | Trustees | | Staff | ✔ | Pupils | ✔ |
| | Local Academy Council | ✔ | Parents | ✔ | General Public | ✔ |

**1. <u>Statement of School Philosophy</u>**

Littleton Green Community School has always strived to be creative, and innovative and support our parents/children in the best way possible to make learning purposeful and holistic. Our strategy for remote learning continues this.

**<u>2. Aims</u>**

This Remote Education Policy aims to:

- ensure consistency in the approach to remote learning for all pupils (Inc. SEND) who aren't in school through the use of quality online and offline resources and teaching videos
- provide clear expectations for members of the school community with regard to the delivery of high-quality interactive remote learning
- include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- consider continued education for staff and parents (e.g. CPD, Supervision and Meet the Teacher)
- support effective communication between the school and families and support attendance

**<u>3. Who is this policy applicable to?</u>**

All pupils should attend school, in line with our attendance policy. Remote education is not viewed as an equal alternative to attendance in school.

Pupils receiving remote education will be marked absent in line with the Pupil Registration Regulations.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance. The Senior Leadership Team will consider providing pupils with remote education on a case-by-case basis.

This might include:

- Occasions when we decide that opening our school is either:
    - o Not possible to do safely
    - o Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example, because:
    - o They have an infectious illness
    - o They are preparing for or recovering from some type of operation
    - o They are recovering from injury and attendance in school may inhibit such recovery
    - o Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue

Remote education will not be used as a justification for sending pupils home due to misbehaviour. This would count as a suspension, even if the pupil is asked to access online education while suspended.

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## 4. Content and Tools to Deliver This Remote Education Plan

Resources to deliver this Remote Education Plan may include:

- online tools for EYFS, KS1 and KS2 (For example Class Dojo, Microsoft Teams, Oak Academy, BBC Bitesize etc.).
- use of recorded video (or Live Video if used) for instructional videos and assemblies
- phone calls home
- printed learning packs
- physical materials such as story books and writing tools

## 5. Home and School Partnership

Littleton Green Community School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs.

Littleton Green Community School will provide a refresher training guidance on using ClassDojo and/or Teams as appropriate and where possible, provide personalised resources.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Littleton Green Community School would recommend that each 'school day' maintains the same structure followed in school.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Every effort will be made by staff to ensure that work is set promptly. Should accessing work be an issue, parents should contact the school swiftly and alternative solutions may be available. These will be discussed on a case-to-case basis. The school's 'Acceptable Use Policy', which includes e-safety rules, applies when children are working on computers at home.

## 6. Roles and Responsibilities

**6a. Teachers**: When providing remote learning, teachers must be available for their usual school working hours.

If they are 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:

**Planning, and delivering live lessons may include:**

- a live Maths lesson daily via Microsoft Teams,
- a live English lesson daily via Microsoft Teams,
- a topic lesson launched by the teacher via a pre-recording or live introduction,
- a daily session in which the children receive a story,
- a chance to meet up with friends online.

For live lessons, a link must be sent via Dojo to parents allowing them to join.

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**Providing feedback on work**

Class Dojo is also to be used to comment on pupils' work and address any misconceptions.

**Keeping in touch with pupils who aren't in school and their parents**

- Parents may be contacted via phone if required.
- Any complaints or concerns shared by parents or pupils should be reported to the Headteacher or Deputy Head. For any safeguarding concerns, refer immediately to the DSL and log on Bromcom.

**6b. Learning Support Assistants**

Learning Support Assistants must be available for their usual working hours.

If they are 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.

During the school day, Learning Support Assistants must complete tasks as directed by a member of the SLT.

**6c. Senior Leaders**

Alongside any teaching responsibilities, Senior Leaders are responsible for:

- monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents (Senior Leadership Team)
- monitoring the security of remote learning systems, including data protection and safeguarding consideration (Headteacher)
- direct the work of the Learning Support Assistants (Headteacher/ Deputy Head).

**6d. Designated Safeguarding Lead**

The DSL is responsible for managing and dealing with all safeguarding concerns. For further information, please see the Safeguarding and Child Protection Policy.

**6e. SENCO**

The SENCO is responsible for:

- liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher/Deputy Head and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- identifying the level of support.

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**6f. Bursar**

The Bursar is responsible for:

- ensuring value for money when arranging the procurement of equipment or technology
- ensuring that the school has adequate insurance to cover all remote working arrangements

**6g. Pupils and Parents**

Staff can expect pupils learning remotely to:

- complete work to the deadline set by teachers
- seek help if they need it, from teachers
- alert teachers if they're not able to complete the work

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
- be respectful when making any complaints or concerns known to staff

**6h. Local Academy Council**

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

**7. Links with other policies and development plans**

This policy is linked to our:

- Safeguarding
- Behaviour policy
- Child Protection policy
- Data Protection policy and privacy notices
- Online safety acceptable use policy
- Code of Conduct

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## Appendix 1: Guidance on Delivering Live Lessons For Staff

### Video Conferencing

- Live sessions will only be those specified on the remote learning action plan with some lessons delivered through pre-recorded presentations.
- Staff will record the attendance of any sessions delivered.
- Appropriate privacy and safety settings will be used to manage access and interactions. This includes:
  - The staff member will retain full control of the platform
  - Pupil videos and microphones will be disabled/muted
  - Pupils will not be permitted to share screens
  - Pupils will enter a waiting room/lobby' upon entry to the lesson, with the staff member granting permission for joining.
- When delivering live lessons, pre-agreed invitation/email (as relevant to system being used) detailing the session expectations will be sent to those invited to attend via teams/ dojo.
- Access links/meetings IDs should not be made public or shared by participants. Learners and/or parents/carers should not forward or share access links.
- Learners are encouraged to attend lessons in a shared/communal space or room with an open door and/or when appropriately supervised by a parent/carer or another appropriate adult.
- Alternative approaches and/or access will be provided to those who do not have access.

### Behaviour expectations during Video Conferencing

- Staff will model safe practice and moderate behaviour online during remote sessions as they would in the classroom.
- All participants are expected to behave in line with existing school/setting policies and expectations. This includes:
  - Appropriate language will be used by all attendees.
  - Staff will not take or record images for their own personal use.
  - Staff will remind attendees of behaviour expectations and reporting mechanisms at the start of the session.
- During live lessons, participants are required to:
  - wear appropriate dress
  - ensure backgrounds of videos are neutral (blurred if possible)
  - ensure computers are in appropriate areas e.g. no bedrooms
  - ensure that personal information and/or unsuitable personal items are not visible, either on screen or in video backgrounds
- Parents are asked to stay in audible proximity to the device being used but refrain from appearing on the screen/camera
- Educational resources will be used or shared in line with existing teaching and learning policies, taking licensing and copyright into account