



Chilwell Croft Academy

All Different, All Equal, All Achieving

Remote Learning Policy

Chilwell Croft Academy

1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who are not 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 and working from home, teachers should be available between 8:30am-3:30pm.

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 due to school/bubble closure, teachers are responsible for:

- › Setting work –
 - Teachers will ordinarily be responsible for setting work for their own classes online. There may be times where it is necessary for a teacher to set work for another cohort of children, this will only be within the phase that teacher works in (EYFS/KS1/LKS2/UKS2) and support will be provided by Assistant Head Teachers to ensure that work is pitched at the correct level.
 - Teachers should set four pieces of work daily via Seesaw-
EYFS: Morning Activity, Phonics, English/Maths, Story Time
KS1: Morning Activity, Phonics, English and Maths
KS2: Morning Activity, English, Maths and 1 non-core lesson
 - Work should be posted online following the timetable below:

	8:30am	9:00am	11:00am	1pm
EYFS	› Morning Activity	Phonics	English/Maths	Story Time
KS1		Phonics	English	Maths
KS2		English	Maths	Non-Core

- All lessons should include a teacher input (video) and activity. Resources and prompts to support the children’s learning should be made available to them as attachments or via the Seesaw Journal Feed e.g. word mats, example texts.
 - Teachers should continue to co-ordinate year group learning journeys with their year group partner and Teaching Assistants via Teams calls and email conversations. This will ensure consistency across the year/subject and enable staff to share planning in the same way as usual. Teachers are expected to provide their own video input for their class.
- › Providing feedback on work –
 - Teachers should encourage children to upload completed work onto Seesaw daily.
 - Teachers should provide feedback for children by liking, commenting and editing their work as appropriate.
 - **Teachers should aim to interact with all children each day** via comments and likes on Seesaw.

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

- **Teachers are expected to informally track student engagement on a daily basis** and contact pupils accordingly by telephone if they are not engaging with remote learning activities. Teachers should monitor engagement on Monday/Tuesday and **make contact with 'absent' pupils on Wednesday via telephone during school hours.**
- Teachers are to complete a weekly tracking spreadsheet, which will be shared with SLT via Staff Drive. Teachers can access this in the specified folder in the Staff Shared Area on Office 365, weekly tracking should be saved by 5pm on Friday evenings.
- Teachers should not engage with parents outside of working hours, and there is no expectation for staff to engage with children outside of normal school hours. Teachers may wish to interact with children outside of this time, but we would encourage limiting this in the interest of a healthy work-life balance.
- Teachers should be mindful when dealing with behaviours incidents on Seesaw e.g. inappropriate comments, unsatisfactory work, that other children and parents may be able to view any comments or edits made on a child's work. If teachers feel that there is a behaviour issue online that may require parental involvement, contact should be made with one of the AHTs who will support staff with next steps.
- Teachers should follow the amended safeguarding procedure in the event of a disclosure or safeguarding concern raised during periods of remote learning.
- Teachers will be supported by members of SLT in the event of a parental complaint. If staff find themselves in this position, they should contact a member of SLT or the Family Liaison Officer who will take the next steps with the parent involved.

What happens if I am asked to teach an onsite bubble during a full closure?

In the event of a full closure and a teacher is required to work in school and are allocated to an on-site bubble, the responsibilities above will be covered by another member of staff from your year group.

What happens if my bubble is closed but I cannot work due to illness?

In this case, staff must follow the absence procedure as normal and inform the HT.

When providing remote learning due to student self-isolation, teachers are responsible for:

› Setting work –

- Teachers will be responsible for providing a weekly timetable of online lessons – with hyperlinks- (aligned to the work completed in class) for students who are completing remote education due to self-isolation. Teachers will save the timetable for the following week in the specified folder in the Staff Shared Area on Office 365, by 5pm on Friday evenings.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their own hours of work. *Some TAs may have different contracted hours, these still apply.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

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

› Supporting pupils who are not in school with learning remotely –

- Each teaching assistant will be provided with access to a target group of SEN children from their class on the Seesaw platform.

- Teaching assistants should provide one appropriate, targeted activity for each child daily. This activity should be linked to their one-page profile target.
- Teaching assistants should closely monitor the engagement of these target children on the class Seesaw journal, and provide daily feedback through likes and comments (in addition to feedback from the class teacher).
- Teaching assistants should contact their target children by phone at least fortnightly to offer support with remote learning and ensure positive relationships are maintained.
- Teaching assistants should alert their class teacher and a member of SLT if they are concerned about a child's lack of engagement with remote education.

What happens if I am asked to support an onsite bubble during a full closure?

In the event of a full closure and a teaching assistant is required to work in school and are allocated to an on-site bubble, the responsibilities above will be covered by another member of staff from your year group.

2.3 Sports Coaches

When assisting with remote learning, sports coaches must be available during their normal working hours.

If they are unable to work for any reason during this time, for example due to sickness, they should report this using the normal absence procedure.

When assisting with remote learning, sports coaches are responsible for:

- Supporting pupils who are not in school with learning remotely –
 - Each sports coach will be allocated a phase bubble, and will be assigned to those classes as a 'co-teacher'.
 - Sports coaches should provide one appropriate, physical activity for each year group daily. This activity should be able to be completed at home and may involve a competitive element.
 - Sports coaches should interact with children in their phase bubble via comments and likes.

What happens if I am asked to support an onsite bubble during a full closure?

In the event of a full closure and a sports coach is required to work in school and are allocated to an on-site bubble, the responsibilities above will be covered by another member of staff from your year group

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – K. Young, AHT for Teaching & Learning is the lead member of SLT for remote learning.
- Ensuring all children have access to devices and internet connections in order to access remote learning. Where this is not possible, on-site education may be offered.
- Monitoring the effectiveness of remote learning – this will be completed through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 SENDCo

The Special Educational Needs Coordinator is responsible for:

- › Supporting teaching assistants to provide appropriately pitched activities for targeted SEND children.
- › Monitoring the engagement of targeted children on Seesaw and interacting with them to promote engagement, via likes and comments on their work.
- › Maintaining contact with target children and their families via telephone, at least weekly.

2.6 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Helping staff and parents with any technical issues they are experiencing
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Assisting pupils and parents with accessing the internet or devices

Note for all staff:

- › When attending virtual meetings with staff, parents and pupils –
 - All participants must wear suitable clothing – this includes others in your household that may be on camera (this should be avoided as much as possible).
 - Staff should be situated in a suitable 'public' living area within the home with an appropriate background e.g. bedrooms (actual or virtual) are not permitted. Areas with excessive background noise should also be avoided.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be active on Seesaw during the school day – although consider they may not always be in front of a device the entire time
- › Complete three pieces of work each day
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they are not able to complete 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

2.8 CEO / Trust Board

The Trust 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
- Ensure the safety and well-being of the staff