



# **BOWLING GREEN ACADEMY**

## **Remote Learning Policy**

<b>Approved by:</b>	Bowling Green SLT (originally LGB)		
<b>Responsible department:</b>	Bowling Green Academy		
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## 1. Aims

This Remote Education Policy aims to:

- Outline the school's approach to educating pupils who will not be attending school as a result of government guidance or as a result of any of the instances listed in Section 2
- Make clear our expectations of staff who are self-isolating, but healthy and able to continue planning, teaching and assessing pupils' work
- Ensure that remote education is offered as soon as it becomes necessary
- Ensure consistency in the approach to remote learning for all pupils who aren't in school, including those with SEND, through use of quality online and offline resources
- Provide clear expectations for members of the school community with regards to delivering high quality interactive remote learning
- Include continuous delivery of the school's broad curriculum, as well as support of pupils' well-being
- Ensure that pupils learn new facts and concepts, as well as reinforcing prior learning
- Ensure that pupils engage in learning they would have completed had they been in school as normal
- Ensure that online tools used enable appropriate interaction with pupils, the assessment of their work and the provision of feedback
- Provide training for staff about the appropriate use of online platforms so that pupils and staff are effectively safeguarded and that data protection guidelines are adhered to
- Support effective communication between the school and families so that parents and pupils can access and make the best use of resources
- Ensure that pupils who lack any necessary equipment have this sourced for them

## 2. Use of remote learning

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.

This might include:

Occasions when we decide that opening our school is either:

- Not possible to do safely
- 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:

- They have an infectious illness
- They are preparing for or recovering from some types of operation
- They are recovering from injury and attendance in school may inhibit such recovery
- Their attendance has been affected by a special educational need or disability (SEND) or a mental health issue.

The school will consider providing pupils with remote education on a case-by-case basis. In the limited circumstances when remote learning is used, we will:

- Gain mutual agreement of remote education by the school, parents/carers, pupils, and if appropriate, a relevant medical professional. If the pupil has an education, health and care (EHC) plan or social worker, the local authority (LA) will also be involved in the decision

### **3. Resources**

Resources to deliver this Remote Education Plan include:

- Our online platform: SeeSaw
- Staff training with SeeSaw, and other useful apps and websites for teaching other areas of the curriculum
- Information for parents - this includes each child's SeeSaw log-in and detailed instructions on how to access
- Printed learning packs for any pupil who does not have access to technology or a printer at home, or is not able to access mainstream online learning
- Books and other physical learning material as required.

### **4. Approaches to Learning: Our Principles**

The following principles, informed by the DfE's requirements in respect of remote learning, underpin our approach:

- Planning will be informed by the feedback from previous remote learning
- Pupils will study a broad range of subjects, including PE, History, Geography and Art
- Pupils will learn new facts and concepts, as well as completing activities that reinforce their prior learning.
- Those who cannot attend school will access similar learning to that which their bubble is completing within school
- Activities will be varied and not solely consist of 'screen time', for example science investigations, maths games and PE.
- Teachers will have access to a wide variety of resources to share remotely, such as Read Write Inc online portal, Oak Academy, BBC Bitesize, White Rose Maths.
- Resources will be quality assured by subject leaders, who will ensure they are closely linked to current learning and the age/stage of the learners.

- SEND will not be a barrier to accessing the curriculum at home because the school will work in partnership with families with regular communication and bespoke support for each targeted pupil.
- Staff workload will be managed by regular communication with Teachers and the SLT.

## **5. Working with Parents**

We are committed to working in close partnership with families and providing remote learning in different ways when necessary to suit the needs of particular pupils, such as those who have special educational needs and disabilities (SEND)

Resources will be shared with pupils and parents via all of our media outlets, such as the school website, emails and on SeeSaw.

We would encourage parents to support their children's work and to establish a routine based around the school day wherever possible.

Should parents be unable to access online work for any reason, they should contact the school office as quickly as possible so that other arrangements can be made to support them.

## **6. Roles and responsibilities - Senior leaders**

Alongside any teaching responsibilities, subject leaders are responsible for:

- Adapting schemes of learning so that teachers are aware of how the intended key components can be taught remotely
- Co-ordinating the remote learning approach across the school including monitoring pupils' engagement
- Monitoring the effectiveness of remote learning, including by using pupil voice, auditing the work online and the resources produced for pupils.
- Ensuring that staff, pupils and parents benefit from appropriate guidance about remote learning
- Ensuring that resources fully support teachers and pupils so that remote learning can take place without hindrance
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

### **Teachers**

When providing remote learning, teachers must be available during usual teaching hours and working days.

When providing remote learning, teachers are responsible for:

Setting work:

- Teachers will set work for the pupils in their classes
- The work set should follow the usual timetable for the class had they been in school, wherever possible
- Teachers will set work using SeeSaw online platform
- Daily English and mathematics work and one other subject

- Planning and resources will be completed by each class teacher and will be monitored by senior leaders in school Providing feedback on work:
- Reading, writing and mathematics work if they are uploaded
- Work in other subjects will be marked if they are uploaded
- The frequency with which teachers will provide feedback is set out within the schools marking and feedback policy.

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

- Teachers are expected to make weekly contact via SeeSaw or phone call
- If there is a concern around the level of a pupil's engagement, the teacher should ring a parent
- Teachers should only use SeeSaw or phone to communicate with parents and pupils. Parents and carers should use SeeSaw or the office email account [office@bowlinggreenacademy.org.uk](mailto:office@bowlinggreenacademy.org.uk)
- Teachers should respond to all parents within 24 hours. If the matter cannot be resolved within that period, the teacher will acknowledge the email and explain to the parent the reasons for the delay and the actions they are taking
- Where a family displays difficult behaviour or is unable or unwilling to engage, teachers will contact the senior leadership team.

Any complaints or concerns shared by parents or pupils should be reported to the Deputy senior leadership team or any safeguarding concerns, refer immediately to the DSL.

## **Teaching Assistants**

Teaching assistants must be available during 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, teaching assistants must complete tasks deployed by teachers and leaders in school. The following tasks/roles could include:

- Cover in other areas of the school
- Assist the class teacher with supporting pupils
- Prepare home learning resources
- Undertake remote and/or online CPD training
- Attend virtual meetings with colleagues
- Communicate with parents and vulnerable pupils
- Complete work that accords with school improvement priorities.

## **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.

## **The SENCO**

The SENCO is responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and will liaise with the Principal and other organisations to make any alternate arrangements for pupils with EHC plans and IEPs
- Identifying the level of support required by pupils

## **The School Business Manager**

The School Business Manager 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.

## **Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Wherever possible, maintain a regular and familiar routine.
- Support their children in their reading as far as they are able, so that they continue to read their home reading book. The school will run a book exchange programme for pupils, which will be delivered to each home as required. Please contact the school for more information through the school office.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Make the school aware if their child is sick or otherwise cannot complete work, or if the online platform does not work on their devices, whereupon alternative resources will be offered
- Seek help from the school if they need it, communicating with class teachers by SeeSaw or the school office
- Be respectful when making any concerns or complaints known to staff.

## **Governing Body**

The governing body 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
- Ensuring staff workload is managed by senior leaders.

**7. Personal Data** Staff members may need to collect and/or share personal data, such as information on pupils' attainment or their contact details. This is necessary in furtherance of the school's official functions and therefore individuals will not need to provide authorisation for this to happen. However, staff are reminded to collect and/or share as little personal data as possible online, and should speak to their line manager if they are unsure. Teachers and teaching assistants should not store pupils' personal data on their own electronic devices.

## **8. Keeping Devices Secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Using strong password protection
- Ensuring the hard drive is encrypted, so that if the device is lost or stolen the files on the hard drive cannot be accessed by attaching it to a new device
- Making sure the device locks automatically if left inactive for a period of time
- Not allowing family or friends to use the device
- Storing the device securely to avoid theft
- Ensuring that anti-virus and anti-spyware software is up to date
- Installing updates to ensure that the operating system remains up to date.

## **9. Safeguarding**

Staff should ensure that all safeguarding concerns are reported immediately to a designated safeguarding officer. If you are unable to contact someone and it is an urgent matter, speak to a member of the Senior Leadership Team. All safeguarding policies and procedures continue to apply. Please follow the guidance that you were given during your training.

Staff must ensure all communication with parents and pupils is conducted through the school email following normal guidance and ensure this remains professional.

## **10. Expectations of staff during online meetings**

When attending virtual meetings, all staff should follow expected professional standards in relation to:

- Dress code
- Location, e.g. avoid noisy areas, nothing inappropriate in the background

## **11. Links with other policies and development plans** This

policy is linked to our:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Data protection policy and privacy notices
- Online safety acceptable use policy
- Curriculum policy

