



Ark Bentworth Primary Academy Remote Learning Policy 2021-22

Policy created: October 2020

Next review due: July 2022

Purpose

This remote learning policy is intended to provide clarity to stakeholders on the different ways in which our school will:

- 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 clarity around safeguarding and data protection in a remote learning context.

As a school we are committed to providing continuity of education to our pupils and will always aim to provide all of our pupils with equal opportunities to participate in learning from home.

This policy will be reviewed at the end of the academic year when we will consider which elements of the policy will remain in future years.

Definitions

Remote learning refers to the provision of work, teacher support, as well as assessment and feedback from teachers to pupils in the event that normal lessons cannot be delivered ‘face-to-face’ as normal.

Ark SPArk is the name of the learning portal for all Ark pupils, which provides work in most subjects across Reception to Year 6. This can support pupils to work independently at home:

arkschools.sharepoint.com/sites/spark

DB Primary is a secure online learning platform for all year groups with assemblies, activities, videos from class teachers, teaching resources, quizzes, activities, blogs, forums and emails. It is also a place where pupils can send their completed work to their class teachers: arkbentworth-lbhf.secure-dbprimary.com

Epic Books is a digital library with books linked to your child's reading levels, learning videos, quizzes and more: getepic.com/students

Mathletics is a maths resource for Reception to Year 6 with activities, games and challenges: login.mathletics.com

Accelerated Reader contains online reading quizzes matched to the books children are reading for Year 3 to Year 6: ukhosted40.renlearn.co.uk/2142174

EExAT is a tool for Nursery and Reception to share and track children's learning in their own online journal: my.eexat.com

The Oak Academy is a resource that does not require a login and is a national free classroom with lessons and resources created by teachers: www.thenational.academy

1. Types of school closure

The global pandemic continues to impact on schools and has the potential to periodically or for prolonged periods of time prohibit face-to-face learning. The Department for Education have set out four scenarios that we must be prepared for:

- **Tier 1, 2 and 3** – Primary Schools will remain fully open to all pupils for the first three tiers. In this phase, pupils may be sent home to self-isolate individually or in groups, depending on their exposure to others.
- **Tier 4** – Primary Schools **will** remain open to priority groups (children of critical workers and vulnerable children) only. This would resemble the ‘Community Classrooms’ model adopted in the summer term of 2019/20 during the first wave of the coronavirus.

The table below sets out the type of remote learning that we will offer now, if pupils are required to self-isolate or if we are required to close our school to some pupils. Further details on these will be provided if these scenarios are triggered by national government.

Tiers 1, 2 and 3	Individual pupils must self-isolate or quarantine for up to 2 weeks	<p>Half termly curriculum newsletters set out ideas for home learning and helpful websites.</p> <p>Class teachers will make some printed work from school available to pupils on request.</p> <p>The school has some devices available for pupils to borrow to support remote learning.</p> <p>Pupils will be signposted to relevant online resources including Ark SPark, DB Primary and Oak Academy. Additionally, pupils will be directed to relevant work on the following sites: Mathletics, Accelerated Reader and Epic Books.</p> <p>Pupils (and parents of younger pupils) should share their child's learning with their class teacher via DB Primary or EExAT (nursery and reception children).</p>
	Bubble closes and a class group of pupils needs to isolate for 2 weeks	<p>Teachers will provide home learning materials to the self-isolating group.</p> <p>Printed packs will be distributed to pupils. These will be curriculum aligned and learning will be checked on a pupil's return. Teachers are required to create the packs and should use the SPArk portal to support with this.</p> <p>The school has some devices available for pupils to borrow to support remote learning.</p> <p>Teachers will record some lesson content and upload it for pupils to watch in their own time from home to supplement printed packs. These lessons will be available on DB Primary and include narrated PowerPoints or short recorded segments of lessons, alongside a range of activities and quizzes.</p> <p>Pupils will be signposted to relevant online resources including Oak Academy, Mathletics, Accelerated Reader and Epic Books.</p> <p>Pupils (and parents of younger pupils) should share their child's learning with their class teacher via DB Primary or EExAT for children in Nursery and Reception.</p> <p>Pupils will be contacted at least once a week by their class teacher and may be provided with additional remote support by a teacher or teaching assistant via a phone call or MS Teams call.</p>
Tier 4	School open to Priority Groups only	<p>All of the above will be provided for pupils who are not in school.</p> <p>In year groups where all pupils have access to a device short, live lessons or catch-ups may be scheduled.</p>

2. Roles and responsibilities

This part of the policy sets out the roles and responsibilities of all stakeholders, including pupils and parents, if our school has to move to a period of remote learning.

2.1 Teachers

When working remotely, teachers must be available between 8am and 5pm. If teachers are self-isolating while their class is in school, they will interact with their class via live MS Teams lessons.

If a teacher is 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 to pupils, teachers are responsible for:

- Setting work:
 - Ensuring all their pupils have logins to the relevant websites: DB Primary, Accelerated Reader, Epic Books and Mathletics.

- Setting work for their class and they may be asked to set work for other classes in case of staff absences.
- Work needs to cover the full curriculum offer and ensure pupils have tasks for each day.
- Work should be provided in printed work packs for all children and supplemented with online materials. Live lessons should only be offered if all pupils in the class have access to a device.
- Printed work packs need to be produced a week in advance. Daily work needs to supplement the packs and be added to [DB Primary](#) each day.
- Providing feedback on work:
 - Directing pupils/parents to share completed work on DB Primary and EExAT (Nursery and Reception).
 - Teachers should feedback on work received from pupils during weekly calls and through commenting on their completed work.
 - Teachers should flag pupils who need extra support to the senior leadership team so that teaching assistants and support staff can be deployed for remote calls or MS Teams chats.
- Keeping in touch with pupils who are not in school and their parents:
 - Teachers should call each pupil in their class at least once a week between the hours of 9am and 4pm.
 - Teachers should answer emails from parents and pupils within one working day and only reply between the hours of 8am and 5pm. Teachers should not send emails to parents/pupils outside of these times.
 - Ensuring any complaints or concerns shared by parents or pupils are passed onto the Head of School – Karinne Faddy
 - Ensuring any safeguarding concerns are passed onto the Designated Safeguarding Lead – Emily Keeler.
 - Ensuring any concerns about incomplete work or behaviour are addressed in the first instance with the parent directly and if the problem continues that it is raised with a member of the senior leadership team.
- Attending virtual meetings with staff, parents, pupils [and external agencies](#) making sure they are wearing appropriate casual attire and from an appropriate location without background noise.

2.2 Teaching assistants and support staff

When assisting with remote learning, teaching assistants and support staff 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 or caring for a dependent, 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 through phone calls or MS Teams calls.
- Ensuring any complaints or concerns shared by parents or pupils are passed onto the Head of School – Karinne Faddy.
- Ensuring any safeguarding concerns are passed onto the Designated Safeguarding Lead – Emily Keeler.
- Attending virtual meetings with teachers, parents and pupils making sure they are wearing appropriate casual attire and from an appropriate location without background noise.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads 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 leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject through regular meetings with teachers or by reviewing work set.
- Alerting teachers to resources they can use to teach their subject remotely (including Ark SPArk).

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through:
 - Establishing and monitoring call logs with families.
 - Regularly reviewing pupils work submitted on [DB Primary](#).
 - Reaching out for feedback from teachers, pupils and parents.
 - Working with teachers remotely and reviewing work set.
 - Co-planning with staff.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring vulnerable families have more frequent contact from the school.

2.5 Designated Safeguarding Lead

Alongside completing all part of the role, the Designated Safeguarding Lead (or Deputy/ Head of School in case of absence) are responsible for:

- Ensuring all staff have access to and update the child protection online management system, Impero EdAware.
- Making sure staff are made aware of how to contact them if they are working remotely.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Set aside time for learning every day.
- Complete work set by teachers
- Seek help if they need it by emailing their class teacher or messaging them via [DB Primary](#).

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.

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work:
 - Teaching and Learning Lead - Laura Wilkins;
 - SENCO - Emily Keeler; or

- Relevant subject lead.
- Issues with behaviour:
 - Deputy Head of School - Emily Keeler; or
 - Head of School – Karinne Faddy.
- Issues with IT:
 - Contact the IT team via the helpdesk.
- Issues with their own workload or wellbeing:
 - Line manager; or
 - Head of School – Karinne Faddy.
- Concerns about data protection:
 - Data Protection Officer – Nicola Summers.
- Concerns about safeguarding:
 - Designated Safeguarding Lead – Emily Keeler;
 - Deputy Designated Safeguarding Lead – Kishma Felix; or
 - Head of School – Karinne Faddy.

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will ensure that they are using an Ark Schools device rather than a personal device, if you have been provided with one.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses for parents and pupils in order to setup and provide access to remote learning. As long as this sharing is necessary for the school's official functions, individuals will not need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing work devices among family or friends.

Ark Schools devices will have updates installed automatically and security policies will be maintained. If staff are using their own devices they must install anti-virus software and ensure that operating systems are update (by always installing the latest updates).

5. Safeguarding

The COVID-19 addendum and Safeguarding and Child Protection Policy can be found [here](#).

