



Brewwood CE Middle Academy
School Road
Brewood
Staffs. ST19 9DS
Tel: 01902 850266

Brewood and Wheaton Aston St Chad's Academies Trust Federation

email: headteacher@brewood.staffs.sch.uk
BREWOD AND WHEATON ASTON FEDERATION
POLICY STATEMENT

REMOTE LEARNING POLICY



St. Mary's CE First Academy
Marston Road,
Wheaton Aston
Staffs ST19 9PQ
Tel: 01785 840314

Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school due to COVID-19. ➤
- Set out expectations for all members of the school community with regards to remote learning.
- Provide appropriate guidelines for data protection.

Background

This policy is to ensure the ongoing education of Brewwood C of E Middle Academy and St Mary's CE First Academy pupils under unusual circumstances. This policy will future-proof against closures that could happen at any time: due to school closure from illness epidemic, extreme weather, power-loss, etc. It also covers the ongoing education of pupils who cannot be in school but are able to continue with their education when the school remains fully open.

1. Levels of remote learning

As a **federation**, we are mindful that there will be different levels of remote learning required during the academic year. Some of these include (in no particular order):

1. A child or a small group of children test positive and are advised by the Government helpline to isolate.
2. A child has been on holiday and on return needs to quarantine (Government led).
3. A child has a sibling or family member in the household who has tested positive and therefore needs to isolate.
4. A member of staff tests positive for COVID-19 and the Government helpline advises that a child/group of children are to isolate.
5. A partial school closure due to positive COVID-19 case confirmed.
6. A Local Lockdown.
7. A National Lockdown.

2. Pre-recorded or Live Lessons

Pre-recorded or live lessons may be used to further support a child's learning. However, there are times when these will not be available.

- Whenever possible, live lessons will be delivered in the event of a bubble closure due to COVID-19. Teaching staff are expected to start all lessons live, for a minimum of 15 minutes.
- In the event of live lessons not being available pre-recorded lessons will be used initially via Oak National Academy.
- All live lessons will be recorded for safeguarding purposes.

- In the event of a bubble closure, remote learning will be provided through a variety of resources which will be uploaded to Microsoft Teams, sent via email and available on the school websites.
- Weekly well-being phone calls will take place if any child is off school due to COVID-19. In the event of a bubble closure, daily live registration sessions or phone calls at 8.45am-9.10am will replace these (St. Mary's 8.55 – 9.00am).
- Any queries from parents/guardians relating to work must be sent via the office@email or, for younger children, via St Mary's school office or Evidence Me.
- If a child is off due to COVID-19, but the majority of their year group are attending school, they are expected to complete the work set for them where possible. (Deleted on Teams as I couldn't word it well enough!!)

3. Closure

(a) Short-Term Closure (up to 10 working days),

Brewood Middle School - For a short-term closure teachers will set home learning via Microsoft Teams and Purple Mash. Home Learning will be set for each year group in each subject, and will be designed to last an equivalent amount of time as that subject's lessons time during one calendar week. Teaching staff will be available to support learning where possible, on Microsoft Teams.

St. Mary's CE First Academy - For a short-term closure teachers will set home learning using a blend of pre-recorded lessons, hyperlinks, paper based activities and , where available, live lessons to support pupil well-being. Home learning will be set for each class to ensure that activities match the pupils' ability. Key skills in English and Mathematics will be taught alongside a selection of wider curriculum opportunities. Daily tasks will be set for all pupils to include reading, phonics (as appropriate) and number facts.

(b) Long-Term Closure (longer than 10 working days)

Brewood Middle School - In the event that the school is closed for longer than 10 working days, we will move to a model by which teachers will set work on a regular timetabled basis, supported by 'live' contact with via Microsoft Teams.

St. Mary's CE First Academy - In the event that the school is closed for longer than 10 working days, we will move to a model by which teachers will set work on a regular timetabled basis enabling the blended learning above to continue. Pupils will cover the wider curriculum through dedicated subject weeks to support parents/carers in longer projects that can develop younger children's imaginative skills as well as sequential learning.

The Federation reserves the right to vary the methods described below in the light of developing situations surrounding the reasons behind any closure.

(i) Live and pre-recorded lessons

Older pupils within the federation who are able to learn independently at home, will follow their usual school timetable and complete work set on Microsoft Teams. During lesson time, teachers are expected to have an online presence via Microsoft Teams, being available to support learning. There is no expectation for staff or students to broadcast audio or video using Teams, though the software has this functionality should some colleagues wish to use it. Older students are expected to follow their usual timetable and take part in live sessions that are available if they are well enough to do so. Younger pupils within the federation who may be unable to work independently, will have a minimum of 3 hours learning set each day which can be completed at any time of day to suit the adult at home who may be having to balance working from home and home learning.

(ii) Assessment and Feedback

Work should be submitted to teachers via Microsoft Teams, Purple Mash or via St. Mary's school office. Teachers will assess the work and return it to pupils with feedback attached in a timely fashion.

4. Roles and responsibilities

Brewood and Wheaton Aston Federation will endeavor to provide remote learning for any pupil that is not able to attend school due to illnesses and restrictions linked to COVID-19. Providing remote learning for children not attending school, for reasons outside of COVID-19, will be considered on an individual basis.

**** Please note, if a parent/carers has chosen to home school a child, they are taken off the school register and will no longer be the responsibility of the school****

3.1 Teachers

If teachers are fit and well but unable to come into school due to being required to isolate, they are required to provide remote learning support and assessment within the hours of the school day, following their school timetable. This may include, but is not exclusive to, teaching via Microsoft Teams.

If a member of staff 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.

How remote learning will work

➤ Setting work:

Brewood Middle School

- Form or class teachers will ensure that any child in their class who is unable to attend school due to COVID-19 will have access to remote learning via Microsoft Teams or provide an alternative, remote learning provision.
- Middle leaders/subject teachers will ensure that work is provided on Microsoft Teams for relevant year groups.
- Middle leaders/subject teachers will ensure that remote learning will be ready to be accessed no longer than 24 hours after school is notified of a child's absence, bubble or whole school closure due to COVID-19.
- Form teachers will ensure that any identified children who are unable to access online resources from home will be provided with paper copies of work. Form teachers should send all relevant resources to the office, who have responsibility to post these resources by first class post within 48 hours after school is notified of a child's absence due to COVID-19.
- Middle Leaders will ensure learning opportunities cover the skills within the National curriculum.

St. Mary's CE First Academy

- Class teachers will ensure that any child in their class who is unable to attend school due to COVID-19 will have access to remote learning.
- Subject leaders will ensure that the curriculum coverage is sequential and progressive in-line with National Curriculum requirements.
- Class teachers will ensure that remote learning will be ready to be accessed no longer than 24 hours after school is notified of a child's absence, bubble or whole school closure due to COVID-19. All remote learning plans and resources will be emailed to the Head of School and office weekly (Thursday) and distributed by email (Friday) to parents. Learning plans will be uploaded to the school website on a weekly basis.
- The office team will ensure that any identified children who are unable to access online resources from home will be provided with paper copies of work. They will arrange delivery and/or collection of resources on an individual basis.

➤ Quantity of work:

- When learning from home, older pupils (Year 5-8) are expected to follow their usual school timetable. Younger pupils, who may need support from parents and/or carers are expected to complete a minimum of 3 hours of learning at home per day.

- Lessons will use a variety of suitable resources including PowerPoint presentations and/or worksheets and/or web links to support a child's learning.

➤ **Marking and feedback:**

- Whole class and individual feedback will be provided on Microsoft Teams, Purple Mash and via individual phone calls at the discretion of the subject and/or class teacher.

➤ **Keeping in touch with pupils who aren't in school:**

- In the event of a bubble closure, form teachers will conduct a live registration on Microsoft Teams at 9:00am each morning (8.55am for St. Mary's). All pupils are expected to attend. This attendance will be reported to the school office. Any pupil not in attendance will be followed up with a safe and well phone call from the school office
- If a form or class teacher has concerns about the amount of remote learning a child is completing at home, a wellbeing phone call will be made by the form tutor or class teacher in the first instance. If concerns persist, a member of SLT will make a follow up call.
- If a form tutor or class teacher is unable to deliver a live registration due to illness, a separate member of school staff will take their place.
- If an individual pupil is absent from school due to a positive Covid 19 test result or isolation requirements, the school office will carry out a weekly safe and well telephone call.
- Any safeguarding concerns MUST be reported to the DSL or Deputy DSL immediately and logged by the form teacher.

➤ **Keeping in touch with parents/carers of pupils who aren't in school:**

- If parents wish to speak to a teacher with an enquiry or concern about school work/home learning, they will need to email the school office (office@ email). School will endeavor to provide a response within 48 hours of the email being sent (Monday – Friday only).

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours.

If they're 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.

If all the pupils in the bubble/year group they support are not in school due to COVID-19 teaching assistants:

- Will continue to support pupils who are in school in other year groups, as directed by the SLT.

If there is a local lockdown and school is closed to all pupils due to COVID-19, teaching assistants:

- Will be directed to complete tasks at the discretion of the SLT.

3.3 Subject leads, SENco and Inclusion Leader

Alongside their teaching responsibilities, subject leaders are responsible for:

- Monitoring what is being delivered, via remote learning, in their subject.
- Supporting teaching staff with the delivery of remote learning activities.
- Alerting teachers to resources they can use to teach their subject remotely.

If a child with Special Educational Needs is not in school due to COVID-19, alongside their teaching responsibilities the

SENco will:

- Monitor what is being delivered, via remote learning, for children with Special Educational Needs.
- Work alongside class teachers to ensure remote learning provided for children with Special Education Needs is appropriate.
- Provide specific planning for each year group, covering key skills in maths and English, for SEND children. Parents/carers can choose to follow this planning or the year group planning for their child. At St. Mary's the class teacher will do this and will ask the SENCo for guidance where needed.
- At Brewood provide weekly SEN focused phone calls with parents/carers to support them with remote learning. At St. Mary's this will form part of the week assessment phone calls made by class teachers where individual targets can be monitored and assessed.

If a child with a PEP/is Looked After is not in school due to COVID-19, alongside their teaching responsibilities the Inclusion Leader will:

- Monitor what is being delivered, via remote learning, for children who have PEPs/Looked After. They will do this by monitoring planning and communicating with staff.
- Ensure that PEP targets continue to be worked towards through the remote learning which is set. ➤
Ensure that any allocated PEP funding is used to support learning.
- Work alongside class teachers to ensure that remote learning provided for children with PEPs or are Looked After is appropriate.
- To continue to communicate with Social Workers every two weeks and complete virtual PEPs every 6 weeks.
- Provide weekly focused phone calls with parents/carers who have social worker involved to support them where necessary.
- To monitor, through discussions with class teachers, children's behaviour when accessing remote learning. They will ring parents/carers to discuss strategies to support an individual child with their learning.

3.4 Senior leaders

Alongside any teaching responsibilities, the KS3 and KS2 Leaders are responsible for:

- Coordinating the remote learning approach in the year groups that they lead, ensuring that the remote learning is effective in supporting children's learning and teacher's/staff are adhering to this policy.
- Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders (virtually if necessary) in the year groups that they lead, reviewing work set or reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations through discussion with class teachers.

3.5 Designated safeguarding lead

The DSL is responsible for:

Please refer to the school's Safeguarding policy.

3.6 Pupils and parents

Assuming they are well enough to work, pupils are expected to:

- Complete all work set for them and submit work which is requested for feedback.
- Attend a live registration on Microsoft Teams at 9:00am (8.55am for St. Mary's) in the event of a bubble/school closure.
- Check Microsoft Teams and Purple Mash regularly and read and respond to communication from teachers.
- Pupils are expected to uphold the same standards of conduct and behaviour during live and remote lessons as they would be expected to in school. This includes but is not limited to:
 - Ensuring appropriate language is used at all times on Microsoft Teams.
 - Ensuring full engagement with the tasks in hand, including submission of any required work by the deadline that has been set.
 - Ensuring that they are working in a well-lit communal space in clear sight of an adult.

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 via the office@ email in the first instance.
- Be respectful when communicating to staff.

3.7 Local Academy Committee (LAC)

The LAC is responsible for:

- Working alongside the academy and its Senior Leaders to ensure that remote learning is successful.
- Ensuring that they have a full understanding of this policy and systems which have been put in place for remote learning.
- Ensuring that staff wellbeing and work life balance is appropriate and staff feel fully supported by the LAC.
- Ensuring that parental concerns and complaints follow the correct procedures and individual contact with parents/carers relating to these is not used.

5. Data protection

5.1 Processing personal data

Individual children's login details:

- Each child will be allocated an individual email address and password to access the remote learning platform.
- Only the child and their parents/carers will have access to this.
- Any uploaded work, communication and feedback will be via each child's individual Microsoft Teams account, Purple Mash and Evidence Me.

5.2 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.

6. Monitoring arrangements

This policy will continue to be reviewed across the year.

7. Links with other policies

This policy is linked to our: >

Safeguarding policy

> Behaviour policy

> Online safety policy

> Curriculum policy

Signed:   Chair of Local Academy Committee Date: 7th April 2022



23.03.2023

21 MAY 2024