Remote Learning Guidance

Oakwood Community School

January 2022

Contents

Remote Learning Guidance Rationale

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

In the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online and work packs) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time or pupils are self-isolating, but a high proportion of learners and teachers are healthy, and able to work as normal. This policy does not normally apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term learner absence.

Remote learning may also be appropriate in situations when learners, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or longer-term illness, assuming learners are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self-isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents/carers choose to take learners on holiday during term time. Similarly, this would apply if parents/carers made the decision, without prior agreement with the school, to absent their child from school 'as a precaution', against official guidance, in the event of an outbreak of infectious disease.

Remote learning for individual learners

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, work will be collated and

sent home by the class teacher and home liaison TA, the class teacher will remain in communication with the parent/carer.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be twice per week. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days. If a significant number of learners are absent from school, but the school remains open, the Headteacher will decide whether the method of remote learning operated will take the form outlined here.

1. Aims

This remote learning guidance for staff aims to:

Ensure consistency in the approach to remote learning for pupils who aren't 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

Teachers

When providing remote learning, teachers must be available between 8:45- 3:45

If they're unable to work for any reason during this time, for example due to sickness or caring for dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting work:

- For their individual classes via a mixture of online resources and paper-based learning, depending on pupil ability to access online learning.

- Work should be sufficient for the amount of lessons taught per group per week.

- Work set should be at an appropriate level- challenging enough for the pupil to continue to progress while at a level that enables the student to complete the work independently.

- Work should be set in advance of the deadlines set, allowing pupils to complete work by following their usual timetable, if they wish.

- All work for pupils to complete the following week should be emailed/printed by 2.30pm every Thursday.

- If there is a concern about any of the above, teachers should liaise with their line manager in the first instance.

Providing feedback on work:

- Where work is completed, pupils will submit by email, allowing staff to check and mark work.

- Where work is completed on paper, weekly collections will take place, allowing staff to receive and mark the work.

- Feedback should be shared with pupils by email or via pupil phone calls which happen weekly.

- In the event a teacher is unwell during a period of remote learning, it becomes the responsibility of the Teaching Assistant to ensure work is set to her/his classes.

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

- Teachers are expected to make weekly phone calls to their class to discuss their academic work.

- Teachers should respond to emails sent by parents/carers, pupils; however, the expectation would be that this would take place during working hours.

- If there are any safeguarding concerns shared as a result of this, they should log on MyConcern in the usual way.

- If there are any complaints raised by parents/carers about work set, these should be addressed via the class teacher in the first instance.

- If a pupil persistently does not complete work, the home learning liaison staff member should be made aware. This will allow a discussion to take place during their phone call that week, to ensure any issues with technology/passwords can be resolved.

Senior Leaders

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning, through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents/carers

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

Pupils and parents/carers

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time

- 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/carers with pupils 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 – talk to the relevant class teacher or Siobhán Long Assistant Head Teacher (Curriculum)

- Issues with behaviour – talk to the relevant class teacher, or Warren Drury Assistant Headteacher (Pastoral)

- Issues with their own workload or wellbeing – talk to their class teacher

- Concerns about safeguarding – talk to the Lead DSL, Kate Tuttle and Assistant DSL Tania Readman

4. Safeguarding

Safeguarding During any period of school closure, the "Safeguarding and Child Protection" Policies still apply, as does the Staff Code of Conduct and the IT Acceptable Use agreement. Any live contact between pupils and staff must only take place through official school channels. This includes emails from pupils to teachers, which should only be sent from pupils' school email account. All safeguarding concerns must be reported using My Concern in accordance with the school policy and expectations.

5. Monitoring arrangements
This guidance will be reviewed as on a termly basis and approved by Kate Stevens, Headteacher.

6. Links with other policies

This policy is linked to our:

Positive Engagement policy

Child protection policy and coronavirus addendum to our child protection policy

Data protection policy and privacy notices

Acceptable use policy

E-Safety Policy