



Durham Trinity School & Sports College

Nurture, Believe, Thrive, Succeed

Remote Learning Policy / Guidelines Document September 2022

Approved by: Full Governing Body 9 November 2022

Next review due by: September 2023

Due to the ongoing coronavirus (COVID-19) pandemic, there is a need for schools to provide home/remote learning; this could be necessary as a result of pupils/staff self-isolating or school closures to curb the spread of COVID-19.

Remote Learning will be provided when:

- School is closed due to lockdowns (local/national)
- A pupil needs to shield following medical advice if they are Clinically Extremely Vulnerable (CEV)
- A bubble needs to isolate due to a positive case of COVID-19
- A pupil needs to self-isolate following government guidance

Remote Learning will be provided to ensure pupils do not fall behind in terms of their education. This policy does not apply to shorter-term closures, such as closure of the school due to inclement weather or when a pupil is absent in the short-term due to minor illness. However it can be applied when a pupil is expected to be absent for a longer period of time, such as recovery from an injury.

Aims of this policy

- To ensure pupils have access to high-quality educational provision whilst not in school;
- To support emotional, social and mental well-being during periods of isolation and school closure;
- To recognise that each pupil's home situation is unique;
- To provide guidelines for home and school as to how much remote learning is expected per day/week;
- To provide guidelines related to the General Data Protection Regulations (GDPR);
- To promote safe remote learning online (e-safety);
- To ensure the approach to remote learning throughout the school is consistent;
- To clarify roles and responsibilities of staff in school related to remote learning.

Roles and Responsibilities

Senior leadership team (SLT):

- Co-ordinate the remote learning approach across the school.
- Monitor the quality and effectiveness of remote learning along with the Remote Learning Lead.
- Monitor the security of remote learning systems, including data protection and safeguarding considerations.
- The Safeguarding Team will identify any families where a weekly call is still required, even when there is evidence of a pupil engaging in virtual lessons or Microsoft Teams 1:1 sessions.
- Will support staff development and promote opportunities to share good practice.

Class Teachers:

- For pre-formal and some semi-formal learners, teachers will send remote weekly activities consisting of several activities that parents/carers can work on through the week which may include videos. The activities that are sent home are likely to be of a nature where they can be repeated so the pupil can improve particular skills and will also be closely linked to the pupil's EHCP/MAPP targets.
- For formal learners, teachers will send home weekly work packs to compliment the online lessons, this may be paper copies or via email.
- For some semi-formal and formal learners class teachers will provide a sufficiently challenging number of activities per day/week which are personalised to individuals or groups of pupils (differentiated) OR a list of appropriate activities and websites (specific activities) which is comprehensive and contains a variety of curriculum areas per week.
- Provide live/recorded lessons via Google Classroom for whole classes/groups of pupils if appropriate.
- Provide Microsoft Teams meetings/sessions for 1:1 learning/support if appropriate.
- For both Microsoft Teams and Google Classroom parents/carers need to provide their consent by completing Acceptable Use Policies. However teachers must consider parental circumstances e.g. if parents have work to do themselves at home, they have other children to support in remote learning etc.
- Teachers must ensure that pupils are not at a disadvantage if they are unable to access live teaching.
- Activities set should focus where possible on the pupils' MAPP assessment outcomes.

- For pupils working at a formal level the activities set should include on a weekly basis English and Maths.
- Samples of work will be shared with the Senior Leadership Team (SLT) for monitoring/moderation/sharing good practice purposes.
- Teachers will identify barriers to engaging in remote learning and will support the pupil and family.
- Class teachers will monitor, record and report to SLT which pupils are not engaging in remote learning. SLT and teachers will work collaboratively with the family to overcome these barriers, this could include the loan of a device by school.
- Work will be uploaded to Evidence for Learning so that pupils can continue to be assessed against their EHCP and MAPP targets, as well as progress in curriculum subjects, where appropriate.
- SLT, Key Stage Leaders and the Remote Learning Leader will co-ordinate with other teachers to ensure consistency of approach and to try to ensure that pupils with limited access to computers/devices can still complete work.
- Teachers, along with their class staff, will make weekly welfare phone calls to families to check how well remote learning is going and ensure the welfare of the child/young person. This may also be conducted via Microsoft Teams if appropriate. If pupils are engaging in virtual lessons via Google Classrooms, a welfare call may not be necessary as further communication regarding remote learning will be via class email.

Teaching Assistants:

- Will be available during their normal working hours to carry out tasks as directed.
- Support the class teacher by undertaking welfare calls to families if necessary/appropriate
- Gather and make resources for remote learning as directed by class teacher
- Undertake relevant online CPD
- Attend any relevant school/class team meetings via Teams
- Attend online live lessons with class teachers and pupils

Parents/Carers:

- Read and respond to emails through the class email inbox
- Check Weduc regularly for any updates/remote learning
- Support their child's well-being and encourage them to be positive about their learning
- To continue to try to engage their child in learning if they refuse first/second time
- Support their child with learning as best as they can given their personal circumstances e.g. home/work commitments

- Communicate with school in a respectful manner, especially if expressing a concern/complaint
- Offer feedback to school about their child's learning

The Governing Body:

- Ensure that remote learning is of a high standard to reflect what happens in school
- Ensure that systems provided for remote learning reflect the e-safety and safeguarding policies
- Ensure there is a monitoring procedure for quality assurance of remote learning
- Ensure the staff, pupils and families wellbeing are supported

This policy should be read in conjunction with the Safeguarding Policy and E-Safety Policy.