

Remote Learning Policy: our charter for success



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Aims

1. Dartmoor Multi Academy Trust is committed to ensuring a high-quality, safe, remote (online) learning provision for all pupils in the Trust who will not be attending school because of government guidance (lock down) or due to continued shielding.
2. This policy sets out our charter for pupils, parents and staff. It takes into account current government guidance for schools during the national lockdown period, guidance from the Educational Endowment Foundation and Confederation of School Trusts. It does not include maintained nursery schools or pre-reception classes, which are required to remain open and should continue to allow all children to attend full time or their usual timetable hours.
3. In line with government guidance, during lockdown, pupils who are not deemed either 'vulnerable' or the children of Critical Workers will be required to stay at home and continue their learning. Pupils, staff and families should self-isolate if they display any of the following symptoms:
 - 3.1. A continuous, dry cough
 - 3.2. A high temperature above 37.8°C
 - 3.3. A loss of, or change to, their sense of smell or taste
 - 3.4. Have had access to a test and this has returned a positive result for Covid-19
4. We are aware that these are exceptional times, and each family is unique, and because of this our schools will approach remote learning in ways which suit pupils' individual needs. It is important that children engage with the remote education provided so that they don't fall behind with their learning, but we realise that the circumstances that cause our schools to close will affect families in a number of ways.
5. Communication is essential and we ask that if there are circumstances that mean a child cannot engage at least partially with the remote education that their parent speaks to the teacher. We can then work together to find a means of providing remote education that works for that family's circumstances.
6. In our planning and expectations, we are aware of the need for flexibility where:
 - 6.1. parents may be trying to work from home so access to technology as a family may be limited.

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- 6.2. parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level or other exams.
7. Our schools will provide additional guidance and support around remote learning on their websites or online learning platforms. This may include school-specific arrangements and detailed curriculum information.

Our charter for pupils

8. We will ensure the provision of remote learning for all pupils in our Trust.
9. We will ensure suitable online learning provision through a variety of age-appropriate platforms including Google Classroom, Microsoft Office, Class Dojo, and Class charts. We will provide support and guidance for students about how to use technology.
10. We will provide a range of dynamic and engaging work for each lesson. This may involve:
 - work set directly by class teachers.
 - work set from Oak National, BBC Bitesize or other resources and learning platforms.
 - recorded videos
 - live lessons or live tutor or group sessions, including assemblies.
 - opportunities for students to ask questions.
 - setting work that pupils complete, with written responses (if relevant) completed electronically.
 - Links to additional resources and activities, for students that want to access more.
11. In many cases, work will become live according to students' timetables.
12. We will ensure that learners have a range of activities to complete at home and are not exclusively working on a screen, taking into account the age and available resources for the pupil.
13. We will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
14. We will provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
15. We will set work that is equivalent to the core teaching pupils would receive in school, and as a minimum:
 - KS1: 3 hours a day, on average, across the school cohort, with less for younger pupils
 - KS2: 4 hours a day
 - KS3 and KS4: 5 hours a day
 - KS5: To match timetabled hours

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16. We will ensure that teachers provide constructive feedback to their learners in a timely manner and that they will contact parents/carers if there is low engagement to find out how the school can support.

Our charter for pupils with SEND, EAL and other specific learning enhancement needs

17. Teachers will ensure that work is differentiated as required for all pupils when setting online tasks. Profiles are available for SEND pupils and our schools' Special Educational Needs Coordinators (SENDCos) will provide advice if required.
18. Our SENDCos will maintain contact with all pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers if required.
19. Specific classrooms within online learning platforms may be set up in order to provide tailored resources, including for wellbeing and mental health.

Our charter for pupil assessment

20. Providing timely and helpful feedback is a cornerstone of good teaching and learning. Teachers will endeavour to provide regular feedback to pupils on pieces of work that they are required to submit.
21. Schools will have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
22. Teachers will gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
23. We will ensure teachers are available daily for contact. Under normal circumstances, not all pieces of work are formally assessed by teachers and we do not envisage placing additional demands on students or teachers as a result of remote learning.
24. Given the nature of the tasks, the type of feedback teachers provide may be different to the traditional format of marking an exercise book. Teachers will endeavour to set assessed work in such a way that meaningful feedback may be provided.
25. Possible methods may include:
 - Providing whole class feedback rather than feedback on individual pieces of work. This is an effective way of providing feedback, supported by findings from educational research
 - Using the "Comments" function on online documents
 - Sending a direct comment to learners with specific feedback/targets

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Our charter for parents/ carers

26. Our Headteachers are responsible for overseeing the quality of remote learning provision, including the nature and frequency of tasks set.
27. When implementing strategies to support pupils' remote learning, or supporting parents to do this, we recognise:
 - Teaching quality is more important than how lessons are delivered
 - Ensuring access to technology is key, especially for disadvantaged pupils
 - Peer interactions can provide motivation and improve learning outcomes
 - Supporting pupils to work independently can improve learning outcomes
 - Different approaches to remote learning suit different types of content and pupils
28. We will support parents/carers wherever possible in ensuring the provision of remote learning.
29. We ask parents to work collaboratively with their child's teachers. Excessive contact may be referred to senior leadership in school to ensure support for teacher and students is provided.
30. Our teachers will be contactable remotely by colleagues, learners, and parents. Each school will have different arrangements depending on what platforms they use, and we will ensure this information is shared locally. Our school offices will remain open if you wish to contact the school by phone. Parents and pupils may receive calls from withheld numbers where teachers are calling from personal devices (dialling 141 before the number will ensure the personal number is kept anonymous).

Our charter for teachers and school staff

31. Under the national lockdown, the expectation is that everybody should work from home where possible. School leaders are best placed to determine the workforce that is required in school, taking into account the updated guidance for those staff who are clinically extremely vulnerable. The expectation is that those staff not attending school will work from home where possible.
32. We will ensure risk assessments are completed to ensure safe workspaces and conditions for all staff, and to ensure appropriate provision is made for staff who are clinically extremely vulnerable, clinically vulnerable, pregnant, or otherwise at increased risk from coronavirus (COVID-19)
33. We will work to support our teaching staff with any aspects of remote learning: teachers are encouraged to ask their line managers or the Senior Leadership team for support.
34. We will work collaboratively to ensure skills and resources can be shared, for example through the Trust Digital Learning Platform.

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35. We support teachers' wellbeing: all communication should take place during usual office hours, with no expectation for colleagues to read or respond to emails after 5pm. For those who are on part-time contracts, communication is expected only on the days on which they would usually work.
36. In the event a teacher is unwell during a period of remote learning, line managers will ensure work is set for their classes.
37. We will share resources and protocols for teachers working from home to support them.

Our charter for safeguarding and behaviour

38. Our commitment to safeguarding pupils and teachers remains paramount.
39. Teachers, pupils, and parents/carers should be mindful that when teaching remotely a teacher retains a safeguarding responsibility for the pupils in their care. Any concerns for a child's welfare or wellbeing will be treated with the same level of seriousness as when the pupil is attending school and will be responded to with the same processes via CPOMS and communication with the schools Safeguarding Lead.
40. We will continue to share and signpost resources for students, parents, and staff that support mental health and wellbeing and online safety on our Safeguarding pages of the Trust website www.dartmoormat.org.uk/safeguarding.html
41. During remote learning, staff and pupils should continue to have regard for the same principles and policies as if in school, including the Trust and school policies below.
 - Schools' Behaviour Policies
 - [Acceptable Use Policy for Pupils](#)
 - [Acceptable Use Policy for Staff](#)
 - [Code of Conduct and Online Media Use Statement for Students, Parents/Carers and Visitors](#)
 - [Child Protection and Safeguarding Policy 2020](#)
 - [Child Protection and Safeguarding Policy Addendum COVID-19](#)
 - [Data Protection Policy](#)
 - [Online Safety Policy](#)
 - [Social Media Policy](#)
 - [Mobile Phones Policy](#)
 - Schools' Personal, Social & Health Education (PSHE) Policy
 - Schools' Sex and Relationships Education (SRE) Policy
42. To ensure safeguarding and to support learning, live lessons may be recorded. Pupils will be advised when this is going to happen.
43. Teachers will continue to challenge any inappropriate behaviour from pupils and report it as if lessons were taking place school. For serious concerns it may be necessary to remove pupils from the online learning activity to ensure the learning of other pupils can progress.

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44. Any safeguarding concerns will be reported to the relevant safeguarding leads using the usual channels.
45. Teachers will continue to:
 - Maintain their usual professional relationship with pupils.
 - If the camera is on, consider carefully what is in the background.
 - Use professional and 'safe' language at all times, being mindful that family members of pupils may be within earshot of the live lesson.
 - Maintain normal expectations for pupils, as we would in school lessons.
 - Ensure pupils are aware of these expectations when delivering live video lessons.

Privacy

46. Our legal basis for using remote learning platforms including Google Classroom and Microsoft Office is public interest (education) and to meet our statutory duties of providing remote education. Where we require consent for additional services or platforms such as YouTube, we will ensure we ask your consent clearly.
47. Whichever method of remote learning is being used, ensure that appropriate privacy settings are in place and GDPR compliance is maintained (for example, logging in and out of school systems securely, not sharing logins with children at home, not sharing the screen with the class if it shows confidential information e.g., SIMs).
48. If delivering a live lesson, ensure that:
 - only relevant pupils can access the lesson.
 - pupils are not sharing personal information via the chat function.
 - Pupils have their microphone turned off (set by default), unless needed.
 - Pupils use the "hands up" and "chat" function in a live lesson to ask questions.

Covid expectations for teachers and school staff

49. Teaching staff are required to self-isolate if they have been in contact with a positive case, show symptoms outlined at the start of this policy or they have been told to shield and/or have received a letter to confirm this.
50. If a member of staff is required to self-isolate, they are expected to follow normal reporting procedures for planned absence.
51. It is expected that staff get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.
52. Whilst self-isolating, and if able to do so, non-teaching staff may be given an individual project to work on which is in line with whole school improvement priorities or asked to support

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with the online learning provision for their year group. These projects will be communicated by their class teacher, or Headteacher and will be allocated on a case-by-case basis.

We're listening.

53. The Dartmoor Multi Academy Trust places its relationship with pupils, parents, carers, partners and our local community at the heart of what we do.
54. We welcome your feedback. Sometimes things do go wrong. If this happens, we need you to tell us so that we can try and put it right.
55. We encourage concerns to be raised directly with your child's school. Often, concerns can be resolved together by discussion.
56. We also want to know when our staff have done a great job or gone above expectations. Your comments will be passed on to ensure that the team or staff member is recognised.
57. Our Complaints procedure is for parents or carers of pupils and members of the public, regarding any school or Academy Board within the Trust. To provide feedback or make a complaint, please complete the online form on our website.

www.dartmoormat.org.uk/feedback.html

Review

58. This policy will be reviewed as required, in the context of national or local restrictions, technology changes and at least annually.