

Access to Remote Learning Policy



Review & Author	Adopted by staff	Ratified by governors	Review date
Reviewed by January 2023 – D Wakefield	January 2023 - Draft		

1. Rationale

- a. At Sheffield Lower we understand the need for continuity of education that is of high quality and supports the needs of our pupils and our school community. Maintaining access to education supports the high expectations we have at Sheffield Lower, and ensuring access to resources enables further progress during disruptions.
- b. At Sheffield Lower School we use an approach we call FLOURISH. We look after each other and we ensure our children thrive holistically as well as academically.

“It’s what we do!”

- c. We are nurturing the next generation who will need a range of life skills, and transferable knowledge to draw upon in a future which cannot be determined.
- d. Becoming independent, focussed, resilient adults who can take on challenges. We make connections and become self-directed, critical thinkers. Leaving school with good friendships and relationships is as vital as good grades.
- e. All of these things are important at Sheffield Lower School where children FLOURISH.
F-riendly
L-earning
O-pen
U-nderstanding
R-elational
I-independent
S-afe
H-appy
- f. Disruptions may take many different forms. Examples for disruptions in the UK have included the following: Extreme weather, asbestos closures, building repairs, relocations, pandemic risk assessments, leaks, hoax calls.

2. Principles

- a. Minimise disruptions to pupil’s education and deliver of the curriculum
- b. Ensures all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy and resilient so that they continue to ‘flourish’.
- c. Ensure provision is in place so that all pupils have access to high quality learning resources
- d. Protect pupils from the risks associated with using devices connected to the internet
- e. Ensure staff, parent, and pupil data remains secure and is not lost or misused
- f. Ensure robust safeguarding measures continue to be in effect during the period of remote learning
- g. Facilitates signposting to further access beyond the procedures of the school
- h. Provide ongoing assessment to inform future planning

3. Intent

- a. Access to learning may be created via a range of mediums as follows:
 - i. Online learning portals
 - ii. Educational websites
 - iii. Activity packs
 - iv. Reading tasks
 - v. Pre-recorded video or audio materials / lessons
 - vi. Communication platforms such as TEAMS, Parentmail, ExAT, Social media
- b. Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective learning and follow up contact will ensure adjustments are refined appropriately.
- c. **Effective learning is defined for the purpose of this policy as that which reflects the learning planned to take place in school.**

- d. To ensure that the curriculum is accessible via remote mediums, adaptations will be made. This might include the sequence or length of curriculum content.
- e. Pupils are required to use their own or family-owned equipment to access remote learning resources. DfE access will be applied for by the school where possible.

4. **Online Safety**

In alignment with other policies footnoted with this policy, all online interactions are required to be commensurate with safe practice.

- a. Where possible all interactions will be transparent and/or retrievable. Messages to teachers will be via school email addresses for example. Sessions on TEAMS will be recorded by the teacher using school devices and stored in compliance with GDPR principles
- b. Staff will always review the protocols set out for appropriate use of TEAMS before a meeting or class.
- c. When uploading pre-recorded materials or using TEAMS staff must:
 - i. Dress professionally in line with the staff conduct information in the handbook
 - ii. Be situated in public living areas using a 'blurred' backdrop or plain backdrop. Private areas such as 'bedrooms' are not permitted and are never appropriate for remote learning.
- d. Staff must use appropriate language in accordance with staff conduct.
- e. Where household members may appear on screen, or be audible, the same professional standards of dress and language are expected. For example, if working in the kitchen and family need to enter fleetingly, this must be explained at the start of the session and confidentiality maintained.
- f. Staff must maintain the behaviour standards expected in school as per the conduct requirements
- g. Staff will use the necessary equipment and computer programs as intended
- h. Staff will not record, store, or distribute material without permission
- i. Staff will remain aware that they are visible at all times.

5. **Parents/carers will:**

- a. Adhere to this policy at all times during periods of remote learning
- b. Ensure their child is available to learn remotely
- c. Ensure that their child has access to remote learning material

6. **Pupils will:**

- a. Adhere to this policy at all times during periods of remote learning
- b. Ensure they are available to learn remotely
- c. Ensure they have access to remote learning material

7. **Safeguarding**

- a. The Access to Remote Learning Policy should be read in conjunction with policies footnoted. The Designated Safeguarding Leader (DSL) is the head teacher, Mrs Pamela Finch.
- b. Deputy Designated Safeguarding Leaders are Mrs Ross, Mrs Freeman, Miss Robinson, Mrs Parry.
- c. Prior to the periods of remote learning the DSL arranges for the identification of pupils who are deemed to be 'vulnerable'. At Shefford Lower School, this information is recorded in green files in school and is kept as live information.
- d. There is a Vulnerable Pupil Team in school who work closely with class teachers and supporting adults, comprising of the school's family support worker, SENDCo (special needs and disability coordinator), the lead teacher for Pupil Premium and Looked After Children, the Deputy Head and staff working in the school's in house SEMH provision for inclusion through nurture principles.
- e. Teachers will ensure that pupils identified as vulnerable will be contacted prior to a period of remote learning.
- f. Phone calls will be made using school phones if possible. If this is not possible, then outgoing numbers are always withheld. Calls made are always logged using CPOMs General Pupil Notices. Contact with parents is always recorded on CPOMs as part of school process, and teachers use the 'parent contact' tab to categorise – during remote learning, this will be the same procedure.
- g. Members of the school leadership team may be required to ensure additional contact for pupils identified as 'vulnerable'. The directive will be managed by the safeguarding leaders.
- h. DSLs will keep in contact with social workers and/or other care professionals during the period of remote working as required.

8. **Home visiting**

The school currently operates safe procedures for home visits, and this includes:

- a. Suitably trained adults present

- b. No fewer than two members of staff
- c. Records kept on paper during the meeting
- d. Records scanned to CPOMs or summarised
- e. Pupil is actively involved
- f. Relevant risk assessments adhered to, for example, in the event of a pandemic, follow stages of the risk assessment in place; in the event of extreme weather, consider a dynamic risk assessment as the first note of visit – cancellations should be communicated to families and senior staff as early as possible.

9. Staff contact

- a. Staff meetings and Key Stage meetings will continue throughout remote learning, although there may be additional contact to support safeguarding.
- b. The means of contacting the designated safeguarding leaders will be provided to staff and the contact for the main DSL will be provided on the website.
- c. All members of staff must report any concerns to the DSL immediately.

10. GDPR – Data protection

- a. In accordance with the school's policy for data protection, staff will not transfer information between devices unless it is necessary to do so for the delivery of remote learning.
- b. Encryption and data security measures will be used to protect data in the event that it becomes lost, stolen or subjected to unauthorised access.
- c. All contact details will be stored in line with the Data Protection Policy
- d. Any breach of confidentiality must be reported in accordance with this policy and the guidance within that policy will be followed.

11. School Day and Absence

- a. Parents will access the learning sent via Parentmail. This will be supported and monitored by staff using TEAMS or telephones.
- b. Where pupils have not made contact for a period of 2 days, staff will raise this with their KS Leader who will support with additional contact.
- c. Children Missing In Education guidance from the DfE, ensures that children are in attendance. Parents are responsible for ensuring children attend their learning. The Local Authority follow up when children are reported as missing.
- d. If contact with pupils is not made on the third day, the Designated Safeguarding Leaders are involved who will support with additional contact. A report will be made to the Local Authority if children persist as 'missing in education'.

12. Communication

- a. Parent mail will be used to send learning home as soon as possible
- b. Teaching staff will follow up each day with their class using TEAMS. In some instances a phone call may be made to provide support, feedback and next steps.
- c. Senior staff will arrange additional contact for identified families
- d. The school will respect the right to privacy out-of-hours and understand that pupils and families should be able to separate home and school. Communication for remote learning will not be outside 8:45am – 4pm.
- e. In some instances, to support, reach pupils missing in education, by parental requests, communication outside of these hours may be facilitated. This will never be earlier than 8am, nor later than 6pm.

13. Footnotes

- a. **This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:**
 - i. Education Act 2004
 - ii. The General Data Protection Regulation (GDPR)
 - iii. The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013
 - iv. Data Protection Act 2018
 - v. DfE (2021) 'Keeping children safe in education'
 - vi. DfE (2019) 'School attendance'
 - vii. DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
 - viii. DfE (2018) 'Health and safety: responsibilities and duties for schools'
 - ix. DfE (2018) 'Health and safety for school children'
 - x. DfE (2016) 'Children missing education'
- b. **This policy operates in conjunction with the following school policies:**
 - i. Data Protection Policy

- ii. Child Protection and Safeguarding Policy
- iii. Special Educational Needs and Disabilities (SEND) Policy
- iv. Behaviour for Learning Policy
- v. Accessibility Plan
- vi. Curriculum Policy
- vii. Online Safety Policy
- viii. ICT Acceptable Use Policy, including protocols for safe use of TEAMS
- ix. Staff Conduct Handbook

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