Good Apple
Independent School

Remote Learning			
Date	**Review Date**	**Coordinator**	**Nominated Committee member**
10/09/2019	**Currently under review continuously due to Covid 19 contingency pan**	**Natalie Myers**	**Damian Redmond / SLT**

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)

We use remote learning as a way of delivering education and instruction mostly on an individual basis to students who are not physically present in school. Remote learning may form the whole or part of a student's programme of study.

We will aim to teach a number of students remotely by using SLACK and by home learning packs if there is a cause to do so please see the contingency plan. By using this method teaching and learning is convenient for both student and teacher. However, teaching in this way requires clear guidelines, good preparation and organisation.

We believe SLACK is a valuable classroom asset that provides lots of new opportunities for our students to learn in exciting new ways, where either Health or a situation causes remote learning

to be put in place. By using SLACK, lessons are just as enjoyable as normal lessons for both the student and the teacher provided that lessons are well prepared and organised and that clear guidelines are in place.

We will use home learning packs for use home learning packs for students who have limited or no computer access and these will be designed specifically to support the delivery of teaching and learning materials and face-to-face teaching. We will ensure that home learning packs are as flexible as possible and support the learning environment enabling the best aspects of their classroom practice to be transferred into a home teaching and learning environment. It can be customised to meet the individuals needs of a student and teachers have 24 hour access to resources and activities.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region. attainment and economic disadvantage. exclusions and abuse. and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To use remote learning as a way of delivering education and instruction mostly on an individual basis to students who are not physically present in school.
- To teach a number of students remotely by using SLACK and by using home learning packs.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Committee

The Committee has:

- appointed a member of staff to lead the development of the curriculum and to oversee remote learning.
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- responsibility for ensuring full compliance with all statutory responsibilities.
- responsibility for ensuring that the school complies with all equalities legislation.
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy.
- responsibility for ensuring funding is in place to support this policy.
- make effective use of relevant research and information to improve this policy.
- responsibility for ensuring this policy and all policies are maintained and updated regularly.
- responsibility for ensuring all policies are made available to parents.
- the responsibility of involving the School Council in:

  ☐ determining this policy with the Committee.
  ☐ discussing improvements to this policy during the school year.
  ☐ organising surveys to gauge the thoughts of all pupils.
  ☐ reviewing the effectiveness of this policy with the Committee

- nominated a link Committee member:

  ☐ visit the school regularly.
  ☐ work closely with the Headteacher and the coordinator.
  ☐ ensure this policy and other linked policies are up to date.
  ☐ ensure that everyone connected with the school is aware of this policy.

☐ attend training related to this policy.

- responsibility for the effective implementation, monitoring and evaluation of this policy.

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy.
- provide training for all teachers on how to use SLACK and Moodle effectively in their teaching.
- ensure the safety and e-Safety of all members of the school community by creating a safe ICT learning environment by having in place:

  ☐ an effective range of technological tools.
  ☐ clear roles and responsibilities.
  ☐ safe procedures.
  ☐ a comprehensive policy for pupils, staff and parents.

- ensure a safe and secure username / password system is in place for all:

  ☐ technical systems.
  ☐ networks.
  ☐ devices. and
  ☐ email and Virtual Learning Environments if applicable.

- ensure risk assessments are:

  ☐ in place and cover all aspects of this policy.
  ☐ accurate and suitable.
  ☐ reviewed annually.
  ☐ easily available for all school personnel.

- ensure good practice is shared throughout the school.
- work closely with the link committee member and coordinator.
- provide leadership and vision in respect of equality.
- make effective use of relevant research and information to improve this policy.
- provide guidance, support and training to all staff.

- make effective use of relevant research and information to improve this policy.
- monitor the effectiveness of this policy by:

  ☐ monitoring learning and teaching through observing lessons
  ☐ monitoring planning and assessment
  ☐ speaking with pupils, school personnel, parents and stakeholders

- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and stakeholders

Role of the SLT

The Senior Team Leader will:

- provide awareness training for pupils on how to use SLACK and home learning packs correctly for remote learning.
- meet with parents to provide training on the benefits of using SLACK and home learning packs where it is reasonably practical to do so for remote learning.
- ensure parents have in place for their child essential equipment such as a:

  ☐ good internet provider and connection.
  ☐ computer with good specifications.
  ☐ set of headphones.
  ☐ quiet space for their child to work.

- ensure teachers provide lessons that are well prepared and organised and with clear instructions.
- ensure school IT equipment and the school internet connection is of a high standard and well maintained. and if need be home connections are available in the event of School Closure.
- equip children with a range of skills and a desire for lifelong learning.
- ensure appropriate coverage of the curriculum.
- provide support and advice.
- monitor pupil progress.
- ensure sufficient and up to date resources are in place.

Role of Teachers

Teachers will:

- comply with all aspects of this policy.

- be trained in the use of SLACK and Moodle.
- make remote learning fun and enjoyable by providing:

  - ☐ high quality well planned lessons.
  - ☐ clear instructions.
  - ☐ verbal feedback during the lesson.
  - ☐ written feedback after the lesson by sending an email highlighting the things students have done well and areas that they need to focus on.
  - ☐ a lively online 'atmosphere'!

- ensure students are aware when lessons start and end.
- be aware of all other linked policies.
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values.
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school.
- implement the school's equalities policy and schemes.
- report and deal with all incidents of discrimination.
- attend appropriate training sessions on equality.
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be trained in how to use SLACK and Moodle for remote learning.
- be trained in how to use IT effectively.
- provide feedback on the effectiveness of remote learning.
- being aware of and comply with this policy.
- being encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme.
- listening carefully to all instructions given by the teacher.
- asking for further help if they do not understand.
- treating others, their work and equipment with respect.
- supporting the school Code of Conduct and guidance necessary to ensure the smooth running of the school.
- liaising with the school council.
- taking part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- attend awareness training on the use of remote learning, SLACK and Moodle.
- provide for their child:

  ☐ the appropriate IT equipment.
  ☐ a quiet work area.

- be aware of and comply with this policy.
- work in partnership with the school.
- comply with this policy for the benefit of their children.
- be asked to take part periodic surveys conducted by the school.
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Raising Awareness of this Policy

We will raise awareness of this policy via:

- School Handbook/Prospectus.
- School website.
- Staff Handbook.
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops.
- School events.
- Meetings with school personnel.
- Written communications with home such as weekly newsletters and of end of half term newsletters.
- Annual report to parents.
- Headteacher reports to the Governing Body.
- Information displays in the main school entrance.
- Text messages
- Email
- Social media:

  ☐ Facebook
  ☐ Twitter
  ☐ Virtual pin boards
  ☐ School blog

Training

All school personnel:

- have equal chances of training, career development and promotion.
- receive training on induction which specifically covers:

  - ☐ All aspects of this policy
  - ☐ Equal opportunities
  - ☐ Inclusion

- receive periodic training so that they are kept up to date with new information.
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, and the nominated committee member.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the committee member for further discussion and endorsement.

Linked Policies

- Acceptable Use of ICT
- Assessment
- Curriculum   Teaching and Learning

- Differentiation
- E-Safety

- Frequency of Policy Monitoring
- Monitoring Implementation and Policy Effectiveness Action Plan
- Initial Equality Impact Assessment
- Policy Evaluation
- Policy Approval Form

Headteacher:	Natalie Myers	Date:	
Committee member:	Damian Redmond	Date:	