



Bluebell Park School

Remote learning policy

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| Approved by: | Stakeholders Committee | Date: November 2020 |
| Last reviewed on: | N/A | |
| Next review due by: | November 2021 | |

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1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who aren't in school
- › Define who the policy applies to
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

2. Context

Schools have a legal duty to ensure there is a remote education offer:

Schools' duty to provide remote education

Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.

The Secretary of State has given a temporary continuity direction in order to require schools to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect on Thursday 22 October 2020. Read the [remote education temporary continuity direction explanatory note](#) for more information. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in the [guidance for schools](#) published in June.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19#schools-duty-to-provide-remote-education> Nov 2020

For special schools, Vicky Ford MP, Parliamentary under-secretary of state for Children and families recognises that this may look different for schools with pupils who have complex and severe learning difficulties:

Schools must continue to use their best endeavours to meet the special educational needs of their pupils and should work collaboratively with families, putting in place adjustments to enable pupils with SEND to successfully access remote education alongside their peers. However, I know that some children and young people with the most complex needs may struggle to engage with remote education and that they and their families may struggle without the support and routine that would normally be provided through attending school or college.

Letter to all children and young people with special educational needs and disabilities (SEND) their parents/carers and families, and others who support them. 9th November 2020

Although the DFE state that the curriculum should be replicated from school wherever possible, they and we do however recognise that this may not look the same for special schools. We will of course endeavour to replicate learning where appropriate and will also understand that this may look very different in the home setting and will also look to focus on independent and personal and social skills through working with families as well as the academic work that will be sent home.

There will be an emphasis on guiding and supporting parents to help their children at home due to the varying levels of support that our pupils will need.

3. Definition of remote learning

We define remote learners as those who have to stay at home due to covid-19 related isolation as identified through Government guidance. This will not apply to pupils who are at home who are ill or other situations which are dealt with through different situations.

Where a child's attendance at school would be contrary to government guidance or legislation on COVID-19, including because they are clinically extremely vulnerable, settings have a duty to provide remote education for state-funded, school-age children.

Letter from minister Ford MP, 9th November 2020

Blended learning - we have a set of resources that are available at all times for all pupils which can be found on our website. The three pathways are highlighted with each class having a section on there with links to home based activities. Should we require this method of learning in the future this will ensure that pupils are able to continue with their learning.

4. Roles and responsibilities

- TLR Home learning – to oversee the delivery of home learning for the area and identifying areas of development for school improvement
- Assistant Headteachers – when a class teacher is ill to oversee work set for individual pupils
- Teachers – providing suitable remote learning / home learning activities, pastoral support
- TA4 – support with pastoral care / parent support
- TAs – support with learning activities, pastoral support

We have taken a whole school approach to this and they feature as part of our performance management approach.

4.1 Teachers

Remote learning / home learning activities will only take place between 9am to 3:30pm and teachers should be available for these times.

If they're unable to work for any reason during this time they should report this using the normal absence procedure.

When providing remote learning, teachers who are fit for work are responsible for:

➤ Setting work –

- Class teachers are responsible for providing work for the lessons they normally deliver
- Initially, this should be a class work pack for two weeks of learning then tailored work to be provided for the subsequent weeks after consultation with parents
- Further work needs to be provided within 2 days
- Teacher to contact the parent weekly to facilitate home learning and any pastoral support needed for pupils who are at home due to covid related absences

➤ Providing feedback on work:

- Photographic evidence returned by the parent to the home learning email or via EFL system

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

- Weekly phone calls to parents to discuss work
- Teachers will not share personal emails or their own school emails or their phone numbers
- Any complaints or concerns to be shared with assistant headteacher pupils using the class contact sheet
- for any safeguarding concerns, refer to the section below

➤ Attending virtual meetings with staff, parents and pupils – cover details like:

- Normal school dress code should be worn in these situations
- Please consider background detail when using remote learning. Default is Teams to set plain background

If teachers will also be working in school, delivery would be through pre-recorded lesson, sound clip or resource pack.

4.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available 9am to 3:30pm.

If they're unable to work for any reason during this time they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

➤ Supporting teaching staff to provide resources

- Supporting teachers to deliver learning activities

4.3 TLRs

Alongside their teaching responsibilities, subject leads are responsible for:

➤ Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

➤ Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent

➤ Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

4.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – TLR home learning
- Monitoring the effectiveness of remote learning – use of EfL to monitor effectiveness of remote learning; half termly meetings with teachers; half termly senior leadership meeting.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring all safeguarding related matters are dealt with in accordance with the Child Protection and Safeguarding Policy and relevant procedures and policies.

4.6 IT staff

IT staff are responsible for:

- IT dealt with in accordance our SLA

4.7 Pupils and parents

Staff can expect pupils and parents learning remotely to:

- Be contactable during the school day
- Alert teachers if they're not able to complete work
- 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

Additional support that we will be giving to parents.

4.8 Governing board

The governing board is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

5. Home learning offer

We recognise that every pupil is different and learn in a different way. We also recognise that they may not be ready to learn at specific times of the day at home. We hope that providing learning in this way will give yourselves flexibility to access as and when your child is ready. We also fully understand that your child may not complete work at home or you need some very specific resources, please make sure you discuss this when you are contacted during the first week and we will support you as best we can.

We have a Home Learning lead teacher (Mrs. Dick) who monitors the dedicated home learning email (see below) You can make contact here if you have any queries or need support.

Bluebell.park@knowsley.gov.uk

When your child is working at home and they complete a task or enjoy joining in with some of the interactive resources then we would love to see them. Take a photo and email into this address and it will be added to your child's work evidence file.

We also have a dedicated home learning section on our website that has a wide variety of resources and links for your child to access while at home.

Evidence for Learning

We will use Evidence for Learning (EFL) Activity Centre. Your child's class teacher may up load pre-recorded videos of routines, sessions, useful links, interactive resources etc. We will send out a guide as to how to login and your specific log in details for this when it is time.

| When | What | How |
|--|---|--|
| Days 1 - 3 | <u>Learning Pack</u> – will be delivered during the first few days of isolation We also have a range of activities available on the home learning section of our website for immediate use. | Delivered through your door or emailed to the email address provided Parents who are set up on EFL platform will be able to access learning here. |
| Day 3 approx (depending on when this falls in the week) | <u>Learning Phone call</u> – Class teacher or member of school staff, if teacher unavailable will call to discuss learning and if there is anything specific you require from school | Phone Call- at a convenient time for yourself. |
| Days 7 - 14 | <u>Learning Pack 2</u> - Any Specific resources delivered after discussion with yourselves. Further resources emailed and /or available on the learning platform. | Delivered through your door or emailed to the email address provided Parents who are set up on EFL platform will be able to access learning here. |
| Day 10 approx (depending on when this falls in the week) | <u>Learning Phone call</u> – Class teacher or member of school staff, if teacher unavailable will call to discuss learning and if there is anything specific you require from school | Phone Call- at a convenient time for yourself. |
| Day 14 + | <u>Learning Packs and Weekly phone calls</u> - After discussion with yourselves we will continue to provide work on a regular basis until your child is ready to return to school | As above |

6. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- Issues in setting work – Assistant Headteacher
- Issues with behaviour – Assistant Headteacher
- Issues with IT – complete IT log online
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

If parents have any questions or concerns about remote learning, they should contact the following individuals:

- Issues with work received – Class teacher in the first instance
- How to support pupil in learning – Class teacher in the first instance

- › Concerns about data protection – talk to the data protection officer
- › To make a complaint – please follow complaints procedure
- › To send a compliment – please us bluebell.park@knowsley.gov.uk or contact the teacher directly

7. Data protection

7.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

- › Connecting steps and Efl are on a secure cloud service
- › Staff should only use provided devices, such as laptops rather than their own personal devices

7.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

7.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends
- › Installing antivirus and anti-spyware software
- › Keeping operating systems up to date – always install the latest updates

8. Safeguarding

Where children are not physically attending school, Bluebell Park School will consider the safety of our children when they are asked to work online. The starting point for online teaching remains the same as the principles set out in our school's staff code of conduct. This policy includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media. This policy applies equally to any existing or new online and distance learning arrangements which have been introduced. The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) alongside with the [COVID addendum](#) to this guidance should be adhered to by all staff.

Any online learning tools or systems recommended for use by Bluebell Park School, are be in line with privacy and data protection/GDPR requirements.

We have a dedicated section of our website for remote learning which gives links to appropriate learning material. We have signposted children and their families to age appropriate practical support e.g. Childline, UK Safer Internet Centre or CEOP through a dedicated section on our Home Learning area of the website and targeted Online Safety Newsletters. This information has also been shared with school staff. Any concerns are picked up through weekly phone calls with families.


Our school will also be in contact with parents and carers during this time. Communication with parents will reinforce the importance of children being safe online. Families will be made aware of what their children are being asked to do online, including the sites they will be asked to access and who their child is going to be interacting with online, including members of staff from our school. We will be available for contact on a daily basis.

Bluebell Park School acknowledges that some parents and carers may choose to supplement the school's online offer with support from online companies and in some cases, individual tutors. We will raise awareness with parents the importance of only accessing online support from a reputable organisation or individual who can provide evidence that they are a safe organisation and can be trusted to have access to children. We will signpost parents to support such as [Internet matters](#), [London Grid for Learning](#), [Net-aware](#), [Parent info](#), [Thinkuknow](#) and the [UK Safer Internet Centre](#).

9. Monitoring arrangements


This policy is a working document and may change at any point to reflect circumstances. This policy will be reviewed initially termly given the changing landscape. Subsequently, annually. At every review, it will be approved by the full governing board.

We will keep track of learning through teachers or teaching staff recording via our weekly phone call log. This weekly call will determine how well this is happening. This is shown below:



Learning Phone Call Record

(Email to remote learning TLR)



Remote Learning Phone calls should take place on **Day 3 and Day 10 (approx.)** of the pupils absence.

| Child Name | Contact made Date and Time | Name of person spoken to | How are they doing? | Have you received work? | What has worked well? | What hasn't worked well? | Do you need any further Support? |
|------------|----------------------------|--------------------------|---------------------|-------------------------|-----------------------|--------------------------|----------------------------------|
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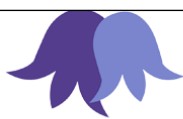
Class Group:
Staff Member:

One of the things we will draw on is our logs of learning so we can identify how well our offer is working and the impact that it has had. We will review this on a regular basis and include checks via questionnaires as to how well this is working.

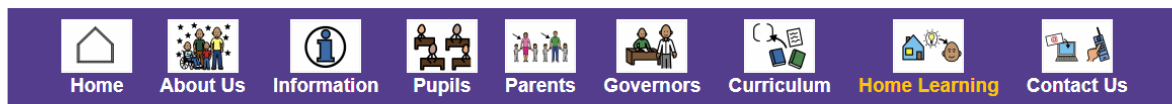
We will schedule in a review of our home learning offer at the end of the Spring Term to ensure it remains appropriate, relevant and impactful.

10. Website

We use our website as a central point for our home learning offer.



Bluebell Park School



Home Learning

Welcome to Bluebell Park's Home learning. For a number of different reasons your child/young adult is now at home and ready to learn. We would like to offer support with the learning you may be able to do at home. On this page we will give you guidance/suggestions on how to work with your child, useful links to websites and activity ideas, a link to your classes current timetable and daily routines and a sample of work your child's class would be doing.

We have found over many years of teaching within SEND the pupils often suit a specific pathway of support. We have three distinct pathways which you can see below. Your child's class is set up to suit the pathway. You can click on your child's class to learn more of the timetable they operate in class, daily routines, an example of work they would do and the pathway support mechanism.

Sensory Pathway:

Structured Pathway:

Traditional Pathway:

This will be continually reviewed and updated as necessary.

11. Risk assessment

Some of the risks around remote learning feature in our risk assessment below:

| Risk assessment title | | COVID 19 – remote education | | Risk assessment version ref | | | | Knowsley Council | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---------------------------|--|---------------------------------|------------------------------------|---------------------------------------|----------------------|--------------------|--|----------|------------|--|--|--|--|--|--|--------------|------------|------------|----------|---------------|----------------|---|--|---|----|----|----|----|-------------------|--|---|---|----|----|----|------------------------------------|--|---|---|---|----|----|--|--|---|---|---|---|----|-------------------|---|---|---|---|---|---|
| Service | | Education | | Safe system of work ref (if applicable) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Employee group effected | | Identified group of staff and pupils who may be self isolating | | School Name | | Bluebell Park | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessor's name: | | J Campbell | | Job title | | Headteacher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indicate below the reason for completion of this checklist by inserting a date | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| First risk assessment date | Scheduled risk assessment review | Accident or incident | New work equipment | New work processes | New employee or new role | Change to method of working | Change to the work environment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| September 2020 | November 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| List other relevant documents: (or insert hyperlinks) Further guidance can be found by following the link below. Link to page on guidance to educational establishments https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th colspan="2">Risk Rating Matrix</th> <th rowspan="2">Severity</th> <th colspan="5">Likelihood</th> </tr> <tr> <th></th> <th></th> <th>1 Improbable</th> <th>2 Unlikely</th> <th>3 Possible</th> <th>4 Likely</th> <th>5 Very likely</th> </tr> </thead> <tbody> <tr> <td>1 - 4 Low risk</td> <td>The risk has been controlled to a level that no further actions are required. However care must be taken to ensure controls are monitored and maintained.</td> <td rowspan="5"> 5 Catastrophic 4 Severe 3 Moderate 2 Minor 1 Insignificant </td> <td>5</td> <td>10</td> <td>15</td> <td>20</td> <td>25</td> </tr> <tr> <td>5 - 9 Medium risk</td> <td>Look to improve the control measures at the next review i.e. within 12 months.</td> <td>4</td> <td>8</td> <td>12</td> <td>16</td> <td>20</td> </tr> <tr> <td>10 - 19 Medium (but elevated) risk</td> <td>Look to improve the control measures within a specified time scale i.e. within one week/month.</td> <td>3</td> <td>6</td> <td>9</td> <td>12</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td>2</td> <td>4</td> <td>6</td> <td>8</td> <td>10</td> </tr> <tr> <td>20 - 25 High risk</td> <td>Stop activity taking place and make immediate improvements before continuing with the activity.</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </tbody> </table> | | | | | | | | | Risk Rating Matrix | | Severity | Likelihood | | | | | | | 1 Improbable | 2 Unlikely | 3 Possible | 4 Likely | 5 Very likely | 1 - 4 Low risk | The risk has been controlled to a level that no further actions are required. However care must be taken to ensure controls are monitored and maintained. | 5 Catastrophic 4 Severe 3 Moderate 2 Minor 1 Insignificant | 5 | 10 | 15 | 20 | 25 | 5 - 9 Medium risk | Look to improve the control measures at the next review i.e. within 12 months. | 4 | 8 | 12 | 16 | 20 | 10 - 19 Medium (but elevated) risk | Look to improve the control measures within a specified time scale i.e. within one week/month. | 3 | 6 | 9 | 12 | 15 | | | 2 | 4 | 6 | 8 | 10 | 20 - 25 High risk | Stop activity taking place and make immediate improvements before continuing with the activity. | 1 | 2 | 3 | 4 | 5 |
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| | | | 1 Improbable | 2 Unlikely | 3 Possible | 4 Likely | 5 Very likely | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | 2 | 4 | 6 | 8 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Remote Education – COVID - 19 Risk Assessment Checklist

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Remote Education – COVID - 19 Risk Assessment Checklist

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|---|----------------------|---|--|------------------|--------------------|-----------------------|---|
| STEP 1 | | | | | | | |
| What are the hazards? | Who could be harmed? | How can harm occur? | What measures are/should be in place to eliminate or reduce the risks? | Risk Evaluation | | | What additional control measures are required? |
| | | | | Severity (1 – 6) | Likelihood (1 – 6) | Residual Risk (8 x L) | |
| site due to government restrictions / guidance | | Pupils may not have familiar staff | followed in relation to staffing to ensure safe ratios and familiarity of staff | | | | |
| Organisation of teaching spaces | | | | | | | |
| Unsafe working area if working from home | Staff | Unsuitable space to work at home Balancing work / life Increase in workload | Staff should follow guidance issued to ensure safe working environment Only use allocated school equipment | 2 | 1 | 2 | https://swgfl.org.uk/resources/safe-remote-learning/education-professionals-remote-working/ |
| Mental health and wellbeing | | | | | | | |
| Lockdown may impact on mental health and wellbeing | Staff and pupils | Lack of social opportunities can limit interaction and increase isolation | Regular check in welfare phone calls from staff to families Personnel procedures followed to ensure staff are kept in touch with. Those who are able to work are expected to be contactable during working hours Information sent out to staff and families around mental health and wellbeing | 2 | 2 | 4 | |
| Use of resources | | | | | | | |
| Lack of provision of resources may create an inequality for some pupils without computer access | Pupils | Pupils may not have the same level of access as those with computers or devices | Individual learning requirements are taken into account when sending home work. Close liaison with parents to ensure appropriate work is sent home | 1 | 2 | 2 | |
| | | | | | | | |
| | | | | | | | |

12. Links with other policies/guidance

This policy is linked to our:

- Bluebell Park Behaviour policy
- Bluebell Park Child protection policy and coronavirus addendum to our child protection policy
- Bluebell Park Data protection policy and privacy notices
- Bluebell Park ICT and internet acceptable use policy
- Bluebell Park Online safety policy
- Public Health England guidance
- DfE Get help with remote education <https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>
- DfE Remote education webinars <https://www.gov.uk/guidance/remote-education-webinars>
- DfE Example lessons for remote learning
- DfE Safeguarding and remote education during Covid 19 <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
- Education Endowment Framework November 2020 <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>