

The Levett School



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Pupil Remote Home Learning Policy

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<i>Allocated Group/Person to Review:</i>	Hannah Buchanan
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Doncaster
Council

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1. Statement of intent

At The Levett School, we understand the need to continually deliver high quality education, including during periods of home learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations in all areas of school life and ensuring that all pupils have access to the learning resources and support they need to succeed.

Through the implementation of this policy, we aim to address the key concerns associated with home learning, such as online safety, access to educational resources, data protection, and safeguarding.

This policy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of home learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of home learning.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Education Act 2004
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2020) 'Keeping children safe in Education'
- DfE (2019) 'School attendance'
- DfE (2018) 'Health and safety: responsibilities and duties for schools'
- DfE (2018) 'Health and safety for school children'
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2016) 'Children missing Education'
- DfE (2020) 'Help with accessing and buying resources for remote Education'
- DfE (2020) 'Get help with remote Education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Data Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behavioural Policy
- Live Marking and Feedback Policy
- Teaching and Learning Policy
- Primary Curriculum Policy
- Secondary Curriculum Policy
- Assessment Policy
- Health and Safety Policy
- Attendance and Absence Policy
- ICT Acceptable Use Agreement – staff and pupil
- Staff Code of Conduct
- Children Missing Education Policy
- GDPR

3. Roles and responsibilities

The Governing Board is responsible for:

- Ensuring that the school has robust risk management procedures in place.

Evaluating the effectiveness of the school's home learning arrangements.

The Executive Headteacher is responsible for:

- Ensuring that staff, parents and pupils adhere to the relevant policies at all times.
- Ensuring that there are arrangements in place for identifying, evaluating, and managing the risks associated with home learning.
- Ensuring that there are arrangements in place for monitoring incidents associated with home learning.
- Overseeing that the school has the resources necessary to action the procedures in this policy.
- Reviewing the effectiveness of this policy on an as required basis and communicating any changes to staff, parents, and pupils.
- Arranging any additional training staff may require to support pupils during the period of home learning.
- Conducting reviews on a weekly basis of the home learning arrangements to ensure pupils' education does not suffer.

The Senior Leadership Team (SLT) is responsible for:

- Ensuring that the relevant health and safety risk assessments are carried out within the agreed timeframes, in collaboration with the Headteacher.
- Putting procedures and safe systems of learning into practice, which are designed to eliminate or reduce the risks associated with home learning.
- Ensuring that pupils identified as being at risk are provided with necessary information and instruction, as required.
- Managing the effectiveness of health and safety measures through a robust system of reporting, investigating, and recording incidents.

The Business Manager is responsible for:

- Overseeing that all school-owned electronic devices used for home learning have adequate anti-virus software and malware protection.
- Ensuring all staff, parents, and pupils are aware of the data protection principles outlined in the GDPR.
- Ensuring that all computer programs used for home learning are compliant with the GDPR and the Data Protection Act 2018.
- Overseeing that any ICT equipment used for home learning is resilient and can efficiently recover lost data.

The Designated Safeguarding Lead (DSL) is responsible for:

- Attending and arranging, where necessary, any safeguarding meetings that occur during the home learning period.
- Liaising with the ACS to ensure that all technology used for home learning is suitable for its purpose and will protect pupils online.
- Identifying vulnerable pupils who may be at risk if they are learning remotely.

Ensuring that child protection plans are enforced while the pupil is learning remotely, and liaising with the Headteacher and other organisations to make alternate arrangements for pupils who are at a high risk, where required.

Identifying the level of support or intervention required while pupils learn remotely and ensuring appropriate measures are in place.

Liaising with relevant individuals to ensure vulnerable pupils receive the support required during the period of remote working Ensuring all safeguarding incidents are adequately recorded and reported.

The SENCO is responsible for:

Liaising with the ACS to ensure that the technology used for home learning is accessible to all pupils and that reasonable adjustments are made where required.

Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and SEN Support plans.

Identifying the level of support or intervention that is required while pupils with SEND learn remotely.

Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the home learning period.

The Business Manager is responsible for:

Arranging the procurement of any equipment or technology required for staff to teach remotely and for pupils to learn from home.

Ensuring value for money when arranging the procurement of equipment or technology.

Ensuring that the school has adequate insurance to cover all remote working arrangements.

ACS are responsible for:

Ensuring that all school-owned devices used for home learning have suitable anti-virus software installed, have a secure connection, can recover lost work.

Ensuring that any programs or networks used for home learning can effectively support the numbers of users at one time required.

Working with the SENCO to ensure that the equipment and technology used for learning remotely is accessible to all pupils and staff.

Staff members are responsible for:

Adhering to this policy at all times during periods of home learning.

Reporting any health and safety incidents to SLT and asking for guidance as appropriate.

Reporting any safeguarding incidents to the DSL and asking for guidance as appropriate.

Taking part in any training conducted to meet the requirements of this policy, including training on how to use the necessary electronic equipment and software.

Reporting any dangers or potential dangers they identify, as well as any concerns they may have about home learning, to the Headteacher.

Reporting any defects on school-owned equipment used for home learning to the Business Manager and ACS.

Adhering to the Staff Code of Conduct at all times.

Parents are responsible for:

Adhering to this policy at all times during periods of home learning.

Ensuring their child is available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that the schoolwork set is completed on time and to the best of their child's ability.

Reporting any technical issues to the school as soon as possible.

Ensuring that their child always has access to home learning material during the times set out in paragraphs [9.1](#) and [9.2](#).

Reporting any absence in line with the terms set out in paragraph [9.6](#).

Ensuring their child uses the equipment and technology used for home learning as intended.

Pupils are responsible for:

Adhering to this policy at all times during periods of home learning.

Ensuring they are available to learn remotely at the times set out in paragraphs [9.1](#) and [9.2](#) of this policy, and that their schoolwork is completed on time and to the best of their ability.

Reporting any technical issues to their teacher, TA or Mentor as soon as possible.

Ensuring they have access to home learning material and notifying a responsible adult if they do not have access.

Notifying a responsible adult if they are feeling unwell or are unable to complete the schoolwork they have been set.

Ensuring they use any equipment and technology for home learning as intended.

Adhering to the Behavioural Policy at all times.

4. Resources

Learning materials

All pupils will be informed of their bespoke timetable by telephone and a copy will be emailed to their school email account and also to parents accounts. There is also a printed copy being sent home with learning packs. The pupil timetables are subject to change.

The school will accept a range of different teaching methods during home learning to help explain concepts and address misconceptions easily. For the purpose of providing home learning, the school may make use of:

- Microsoft Teams for one to one, small group or whole class teaching sessions, teaching assistant support and mentoring sessions.
- Telephone one-to-one teaching sessions, teaching assistant support and mentoring sessions.
- Work booklets delivered home.
- Use of school email.
- Class Charts Reward System.
- Educational websites and the use of Click View.
- Reading tasks
- TT Rockstars
- Directed to BBC TV Education programmes

The school will review the DfE's [guidance](#) on where schools can source educational resources to assist with the delivery of remote education, and utilise these as appropriate.

Teachers will review the DfE's list of [online education resources](#) and utilise these tools as necessary, in addition to existing resources.

Reasonable adjustments will be made to ensure that all pupils have access to the resources needed for effective home learning.

Teachers will ensure the programmes chosen for online learning have a range of accessibility features to support pupils with SEND.

The school recognises that interactive lessons are most effective in aiding pupils' motivation and academic progression and, to this effect, teachers will ensure they regularly recreate aspects of in-person interactivity, e.g. live sessions with questioning, eliciting and reflective discussion, to the best of their ability.

Planning will be adapted to ensure that the curriculum remains fully accessible and inclusive via home learning.

The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats, e.g. providing work on PDFs which can easily be printed from a mobile device if requested by parents.

Work packs will be made available for pupils who do not have access to a printer – these packs will be posted home weekly/fortnightly.

Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the home learning period.

Any issues with home learning resources will be reported as soon as possible to the relevant member of staff.

Pupils will be required to use their own or family-owned equipment to access home learning resources, unless the school agrees to provide or loan equipment, e.g. laptops.

For pupils who cannot access digital devices at home, the school will, where possible, apply for technology support through their LA.

Pupils and parents will be required to maintain the upkeep of any equipment they use to access home learning resources.

Teaching staff will oversee academic progression for the duration of the home learning period and will mark and provide feedback on work in line with [section 7](#) of this policy.

ACS are not responsible for providing technical support for equipment that is not owned by the school.

5. Food provision

The school will signpost parents via letter emails, twitter, school website, Class Charts and phone calls towards additional support for ensuring their children continue to receive the food they need, e.g. food banks.

Where applicable, the school may provide the following provision for pupils who receive FSM:

- Providing vouchers to families
- Making food hampers available for delivery or collection
- A school meal available for collection.

Costs and expenses

The school will not contribute to any household expenses incurred while pupils learn remotely, e.g. heating, lighting, or council tax.

The school will not reimburse any costs for travel between pupils' homes and the school premises.

The school will not reimburse any costs for childcare.

If a pupil is provided with school-owned equipment, the pupil and their parent will sign and adhere to the Technology Acceptable Use Agreement prior to commencing home learning.

6. Online safety

Where possible, all interactions will be textual and public.

All staff and pupils using video communication must:

- Wear suitable clothing – this includes others in their household.

- Be situated in a suitable 'public' living area within the home with an appropriate background – 'private' living areas within the home, such as bedrooms, are not permitted during video communication.
- Parents must be available for the duration of the session.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- If any behaviour issues arise staff will leave the session and report the issues to appropriate staff.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute video material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they are visible.

All staff and pupils using audio communication must:

- Parents must be available for the duration of the session.
- Use appropriate language – this includes others in their household.
- Maintain the standard of behaviour expected in school.
- If any behaviour issues arise staff will leave the session and report the issues to appropriate staff.
- Use the necessary equipment and computer programs as intended.
- Not record, store, or distribute audio material without permission.
- Ensure they have a stable connection to avoid disruption to lessons.
- Always remain aware that they can be heard.

The Levett School considers one-to-one sessions are essential for some pupils due to the needs of their SEMH and ability. SLT and teaching staff decide upon closure which pupil receives one-to-one, small group or whole class sessions. Staff to pupil ratio is then implemented on these sessions depending on the need.

Pupils not using devices or software as intended will be disciplined in line with the Behavioural Policy.

The school will risk assess the technology used for home learning prior to use and ensure that there are no privacy issues or scope for inappropriate use.

The school will consult with parents prior to the period of home learning about what methods of delivering remote teaching are most suitable – alternate arrangements will be made where necessary.

The school will ensure that all school-owned equipment and technology used for home learning has suitable anti-virus software installed, can establish secure connections, can recover lost work, and allows for audio and visual material to be recorded or downloaded, where required.

The school will communicate to parents via phone calls about any precautionary measures that need to be put in place if their child is learning remotely using their own/family-owned equipment and technology, e.g. ensuring that their internet connection is secure.

During the period of home learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.

The school will not be responsible for providing access to the internet off the school premises and will not be responsible for providing online safety software, e.g. anti-virus software, on devices not owned by the school.

7.Safeguarding

This section of the policy will be enacted in conjunction with the school's Child Protection and Safeguarding Policy, which has been updated to include safeguarding procedures in relation to remote working.

The DSL and SLT will identify 'vulnerable' pupils (pupils who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of home learning.

The DSL and SLT will arrange for regular contact to be made with vulnerable pupils, prior to the period of home learning.

Phone calls made to vulnerable pupils will be made using staff phones where they have unlimited call allowances that have had the number withheld function activated. Where this is not possible a school phone will be used.

The DSL will coordinate regular contact with vulnerable pupils once per week as a minimum, with additional contact, including home visits, arranged where required.

All contact with vulnerable pupils will be recorded as follows:

- Safe and well calls – CPOMS
- Safeguarding issues – CPOMS
- Learning timetables and Mentor logs – RAG rated timetables.

The DSL will keep in contact with vulnerable pupils' social workers or other care professionals during the period of remote working, as required.

All home visits will:

- Be carried out by a member of the safeguarding team.
- Take place from the safety of the car or a distance outside the home.
- Parents will be telephoned in advance with a time of the visit.
- Upon arrival staff will phone and ask the child to become visible. If items need to be exchanged the family will bring it to the car.

- Be logged on CPOMS.
- Actively involve the pupil.

Where a parent cannot be contacted over a 48-hour period for a safe and well check a Front Door referral will be made.

The DSL will meet (remotely) with the relevant members of staff as necessary to discuss new and current safeguarding arrangements for vulnerable pupils learning remotely.

All members of staff will report any safeguarding concerns to the DSL immediately.

Pupils and their parents will be encouraged to contact the DSL if they wish to report safeguarding concerns, e.g. regarding harmful or upsetting content or incidents of online bullying. The school will also signpost families to the practical support that is available for reporting these concerns.

8. Data protection

This section of the policy will be enacted in conjunction with the school's Data Protection Policy.

Staff members will be responsible for adhering to the GDPR when teaching remotely and will ensure the confidentiality and integrity of their devices at all times.

Sensitive data will only be transferred between devices if it is necessary to do so for the purpose of home learning and teaching.

Any data that is transferred between devices will be suitably encrypted or have other data protection measures in place so that if the data is lost, stolen, or subject to unauthorised access, it remains safe until recovered.

Parents' and pupils' up-to-date contact details will be collected prior to the period of home learning.

All contact details will be stored in line with the Data Protection Policy and will be destroyed once home learning has finished or the pupil leaves the school.

Pupils are not permitted to let their family members or friends use any school-owned equipment which contains personal data.

Any breach of confidentiality will be dealt with in accordance with the school's procedures.

Any intentional breach of confidentiality will be dealt with in accordance with the school's Behavioural Policy or the Disciplinary Policy and Procedure.

9. Marking and feedback

At The Levett School we recognise that many of our pupils find home learning challenging and as such we will keep a close dialogue with families to share the requirements of the week's home learning and in order to best support the need of their child. Where work is produced we will request it is sent in to be marked.

All schoolwork completed through home learning must be:

- Completed to the best of the pupil's ability.
- The pupil's own work.
- Either: Posted to or brought into school, emailed, shared via Class Charts.
- Marked in line with the Live Marking and Feedback Policy.
- Returned to the pupil, once marked, by an agreed date.

The school expects pupils and staff to maintain a good work ethic during the period of home learning.

Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Senior Leadership Team as soon as possible.

Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for home learning where possible.

The school will log participation and pupil engagement with remote education, as well as motivation levels and progress. This will be logged by RAG rating timetables. This will be reported to parents via telephone.

10. Health and safety

This section of the policy will be enacted in conjunction with the school's Health and Safety Policy.

Teaching staff will ensure pupils are shown how to use the necessary equipment and technology safely and correctly.

If using electronic devices during home learning, pupils will be encouraged to take a five-minute screen break every hour.

If any incidents or near-misses occur in a pupil's home, they or their parents are required to report these to the member of staff on home learning or other relevant member of staff immediately so that appropriate action can be taken.

11. School day and absence

Pupils will be present for home learning by 9:00am and cease their home learning by 2pm from Monday to Thursday and by 1pm on a Friday. As we recognise that many of our pupils find home learning a challenge the minimum requirement is to complete the learning during their allocated one to one hours with the exception of breaks and lunchtimes.

Breaks and lunchtimes will take place at the following times each day:

- Morning break will take place at 10:30am until 10:45am.

- Lunchtime will take place between 12:15pm and 1pm.

Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will inform the staff member who TEAMS or phones if their child is ill and cannot attend their session and complete their learning.

The school will monitor absence and lateness in line with the Attendance and Absence Policy.

12. Communication

The school will ensure adequate channels of communication are arranged in the event of an emergency.

The school will communicate with parents via letter, phone calls and the school website about home learning arrangements as soon as possible.

The Assistant Headteacher of Teaching and Learning will communicate with staff as soon as possible via email and/ or TEAMS about any home learning arrangements.

Members of staff involved in remote teaching will ensure they have a working mobile device that is available to take phone calls during their agreed working hours.

The school understands that pupils learning remotely have the right to privacy out-of-hours and should be able to separate their school and home lives – communication is only permitted during school hours.

Members of staff will have contact with their line manager at least once per week.

As much as possible, all communication with pupils and their parents will take place within the school hours.

Pupils will have verbal contact with a member of teaching staff at least once per day and a member of the mentor team at least once a week.

Parents and pupils will inform the relevant member of staff as soon as possible if schoolwork cannot be completed.

Issues with home learning or data protection will be communicated to a member of staff as soon as possible so they can investigate and resolve the issue.

The pupils' teacher will keep parents and pupils informed of any changes to the home learning arrangements or the schoolwork set.

The Headteacher will review the effectiveness of communication on a weekly basis and ensure measures are put in place to address gaps or weaknesses in communication.

13. Monitoring and review

This policy will be reviewed at least annually by the **Headteacher**.

Any changes to this policy will be communicated to all members of staff and other stakeholders.

Appendix 1

Home learning During the Coronavirus (COVID-19) Pandemic

In line with the recent government announcement, the school will be closed throughout the duration of the present national lockdown, which is currently expected to last until mid-February, to all but vulnerable pupils and the children of critical workers. The school has implemented provision for home learning to ensure pupils never miss out on education during this troubling time. We will ensure that our curriculum is inclusive and accessible to all and will endeavour to support all of our pupils and staff as they learn and work from home. This policy annex outlines additional measures that will be implemented for delivering home learning during the pandemic.

1. Legal framework

This policy has due regard to all relevant legislation, statutory and good practice guidance including, but not limited to, the following:

Coronavirus Act 2020

DfE (2020) 'Safeguarding and remote education during coronavirus (COVID-19)'

DfE (2020) 'Adapting teaching practice for remote Education'

DfE (2020) 'Guidance for full opening: special schools and other specialist settings'

DfE (2020) 'Get help with remote Education'

DfE (2021) 'Restricting attendance during the national lockdown: schools'

DfE (2020) 'Get help with technology during coronavirus (COVID-19)'

DfE (2020) 'Get laptops and tablets for children who cannot attend school due to coronavirus (COVID-19)'

DfE (2020) 'Laptops, tablets and 4G wireless routers provided during coronavirus (COVID-19)'

Department of Health & Social Care (2020) 'COVID-19 contain framework: a guide for local decision makers'

DfE (2020) 'Remote education good practice'

DfE (2020) The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction

DfE (2020) 'Contingency framework: education and childcare settings (excluding universities)'

[From 22 October 2020 to end of 2020/2021 academic year] The Headteacher in collaboration with the Governing Body, will ensure the school follows the legal obligations regarding remote education, as outlined in The Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity Direction. This includes:

Providing remote education to all pupils of compulsory school age.

[EYFS] Providing remote education to pupils below compulsory school age who would usually be taught in a class with pupils of compulsory school age, e.g. Reception children.

Providing remote education where it would be unlawful, or contrary to guidance issued from public authorities, for a pupil to travel to or attend the school.

Having regard to government guidance issued regarding the delivery of remote education, e.g. the DfE's 'Restricting attendance during the national lockdown: schools'.

2. Contingency planning

2.1 The school will work closely with the LA to ensure the premises is COVID-secure and will complete all necessary risk assessments – results of the full opening risk assessment will be published on the school's website.

- 2.2 The school will work closely with the local health protection team (HPT) and the DfE when the 'Contingency framework' applies and implement the provisions set within the [Coronavirus \(COVID-19\): Contingency Plan](#).
- 2.3 The school will communicate its contingency plans to parents, including to which pupils it will remain open under the DfE's contingency framework and which pupils will receive remote education.
- 2.4 The school will ensure that home learning training is regularly refreshed for teachers, and that appropriate trouble-shooting support is available when needed, so the transition from in-person to remote teaching can be as seamless as possible if required.
- 2.5 If the contingency framework is not applied, but a 'bubble' needs to self-isolate, the school will immediately implement home learning for that group as required.

3. Teaching and learning

- 3.1 The school will ensure staff and pupils follow the school's [Online Safety Policy](#) when working and learning remotely.
- 3.2 The school will ensure that remote education is available for pupils immediately, i.e. the next school day after they are sent home to self-isolate or after the contingency framework is applied.
- 3.3 All pupils will have access to high-quality education when learning remotely.
- 3.4 The school will prioritise factors that have been found to increase the effectiveness of remote education. These include, but are not limited to:
 - Ensuring pupils receive clear explanations.
 - Supporting growth in confidence with new material through scaffolded practice.
 - Application of new knowledge or skills.
 - Enabling pupils to receive feedback on how to progress.
- 3.5 In line with DfE's '[Restricting attendance during the national lockdown: schools](#)', the school 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 so that pupils can progress through the school's curriculum.

Use one digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback.

Work to overcome barriers to digital access for by:

- Distributing school-owned laptops accompanied by a user agreement or contract.
- Providing printed resources, e.g. textbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work.

Ensure staff are adequately trained and confident in its use.

Check whether pupils are engaging with their work daily, and work with families to identify effective solutions where engagement is a concern.

Ensure that there is a senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectation for remote education

Publish information for pupils, parents and carers about remote education provision on their website by 25 January 2021.

- 3.6 The school will use a range of teaching methods to cater for all different learning styles, including:
- Comprehension
 - Q and A,
 - Quizzes
 - On line materials
 - Work packs
 - Educational websites and programmes
 - Timetables rockstars
 - Discussions
 - Strategies set out in SEN support plans and EHCPs.
- 3.7 Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or use of the 'chat' function on meeting software, to lessen feelings of isolation and to promote pupil progress and motivation.
- 3.8 Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- 3.9 When teaching pupils who are working remotely, teachers will:
- Set assignments so that pupils have meaningful and ambitious work each day in an appropriate range of subjects.
 - Both KS2 and KS3 are receiving 45 minutes of core subject one-to-one tuition four days a week, 45 minutes Foundation one-to-one tuition four days a week and 30 minutes mentoring four days a week. On top of this they all have work packs that ensure they can complete learning for the rest of their normal working hours. This equates to 2 hours one-to-one adult contact time and 3 hours of independent study time four days a week and one day of 4 hours' independent study time.
 - Provide frequent, clear explanations of new content through high-quality curriculum resources, including through educational videos.
 - Provide opportunities for interactivity, including questioning, eliciting and reflective discussion.
 - Provide scaffolded practice and opportunities to apply new knowledge.
 - Enable pupils to receive timely and frequent feedback on how to progress using digitally facilitated or whole-class feedback, where appropriate.
 - Use assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge.
 - Avoid an over-reliance on long-term projects or internet research activities.
 - Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- 3.10 All provisions for home learning will be subject to the class group's age, ability and/or any SEND.

- 3.11 In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils’ best interests in mind, and will not take the decision lightly.
- 3.12 Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.
- 3.13 The school recognises that certain subjects are more difficult to teach remotely, e.g. music, sciences and physical education. Teachers will provide effective substitutes for in-person teaching such as video demonstrations.
- 3.14 Pupils will be encouraged to take regular physical exercise to maintain fitness, and time will be allocated within the school week for pupils to focus on this.

4. Access to technology

- 4.1 The school will remain cognisant of families who do not have access to the resources required for remote education, and will ensure that an up-to-date record of which pupils do not have appropriate devices or internet access is maintained.
- 4.2 The school will utilise the support available through the DfE’s ‘Get help with technology during coronavirus (COVID-19)’ scheme.
- 4.3 Under the scheme, the school can order laptops, tablets and 4G wireless routers to support the following groups of pupils if they do not have access to a digital device or the internet through other means:
 - Pupils in Years 3 to 11.
 - Clinically extremely vulnerable pupils across all year groups who are shielding or self-isolating in line with government advice.
 - Pupils in all year groups who are unable to access remote education whilst attending school on a hospital site.
- 4.4 Before distributing devices, the school will ensure:
 - The devices are set up to access remote education.
 - Appropriate safeguarding controls and support are in place to help pupils use the devices safely.
- 4.5 Once devices are ready for collection, the school will either arrange for them to be collected by pupils or their parents from school, or delivered to pupils’ homes, ensuring infection control measures are adhered to as part of this process.
- 4.6 The school will endeavour to ensure internet access for disadvantaged pupils is provided, including where pupils rely on mobile data connection to access the internet.
- 4.7 The school will work with disadvantaged families to provide access to this scheme.
- 4.8 The school will ensure that it remains abreast of developments to DfE technology schemes, and will order sufficient amounts of technology to ensure that disadvantaged pupils can adequately access remote education at home.

- 4.9 The school will approach home learning in a flexible manner where necessary, e.g. ensuring that lessons, live or otherwise, are recorded to accommodate contexts where pupils have to share a single device within the home.
- 4.10 Where live lessons are recorded, the school will ensure all recording procedures have due regard for the relevant data protection legislation, including the Data Protection Act 2018 and the General Data Protection Regulation.
- 4.11 The school will maintain good communication with parents to ensure that parents are aided in supporting their child's remote education.

5. Returning to school

- 5.1 The school will remain in contact with pupils who are home learning to ensure that, when the period of national lockdown ends, pupils are supported to return to school as and when it is safe for them to do so.
- 5.2 The Headteacher will ensure that pupils who are permitted to attend face-to-face learning at school, but is required to self-isolate, will only return to school when it is safe to do so.
- 5.3 If a pupil who is attending face-to-face learning at school is required to self-isolate with symptoms of coronavirus, the school will agree with the parent or social worker of the pupil the best way to maintain contact and offer support.
- 5.4 The Headteacher will listen to all concerns that parents may have about their child returning to school after a period of self-isolation and will advise them of the measures in place to ensure the safety of their child.

6. Monitoring and review

- 6.1 This policy annex will be reviewed in line with any updates to government guidance.
- 6.2 All changes to the policy will be communicated to relevant members of the school community.

Appendix 2

Home learning During the Coronavirus (COVID-19) Pandemic

Home Learning Guidelines for Staff

Aims	<p>The aims of the Levett Home Learning provisions:</p> <ul style="list-style-type: none"> • Provide quality first teaching where ever possible. • Teachers must touch base and offer support to the all pupils. • Shared and appropriate responsibilities between job roles. • The focus of this lockdown compared to last time is to push the learning expectations but then balancing the safeguarding to ensure we are doing safe and well checks too. • Keep work load where possible to a minimum for ALL. • Provide communication opportunities to ensure there isn't an overload of emails, any misinterpretation or miscommunication. 																																		
Pupils	<p>You have been sent a list of pupils who are in school and those who are home learning. Differentiate as required.</p>																																		
In School Provisions	<p>The in-school provisions for both Primary and Secondary</p> <p><u>Primary:</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%;">Monday (Danum Class)</th> <th style="width: 20%;">Tuesday (Danum Class)</th> <th style="width: 20%;">Wednesday (Mallard Class)</th> <th style="width: 20%;">Thursday (Mallard Class)</th> </tr> </thead> <tbody> <tr> <td>AM</td> <td></td> <td>Therapeutic sessions with counsellor</td> <td>Biking</td> <td></td> </tr> <tr> <td>PM</td> <td>Learning Mentor in school</td> <td>Therapeutic sessions with counsellor</td> <td>We Can Grow</td> <td>Learning Mentor in school</td> </tr> </tbody> </table> <p><u>Secondary:</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 20%;">Monday (Pegler Class)</th> <th style="width: 20%;">Tuesday (Pegler Class)</th> <th style="width: 20%;">Wednesday (Kirkham Class)</th> <th style="width: 20%;">Thursday (Kirkham Class)</th> </tr> </thead> <tbody> <tr> <td>AM</td> <td>Therapeutic sessions with counsellor Learning Mentor in school</td> <td>Learning Mentor in school</td> <td>Learning Mentor in school</td> <td>Learning Mentor in school</td> </tr> <tr> <td>PM</td> <td>Therapeutic sessions with counsellor</td> <td>We Can Grow</td> <td></td> <td>We Can Grow</td> </tr> </tbody> </table> <p>*Please ensure you check learning mentor timetables so you know who and when they are picking pupils up. BC is mentoring in school pupils in the building. JP will mentor pupils in school from home but states if the pupil in school will need teams or phone on the timetable– ALL staff in school on that day will receive the teams invite depending on who is free to sit with the pupil.</p>						Monday (Danum Class)	Tuesday (Danum Class)	Wednesday (Mallard Class)	Thursday (Mallard Class)	AM		Therapeutic sessions with counsellor	Biking		PM	Learning Mentor in school	Therapeutic sessions with counsellor	We Can Grow	Learning Mentor in school		Monday (Pegler Class)	Tuesday (Pegler Class)	Wednesday (Kirkham Class)	Thursday (Kirkham Class)	AM	Therapeutic sessions with counsellor Learning Mentor in school	Learning Mentor in school	Learning Mentor in school	Learning Mentor in school	PM	Therapeutic sessions with counsellor	We Can Grow		We Can Grow
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<p>Setting up the Home Learning for Levett w/b 6/1/21</p> <p>Timetables</p>	<ul style="list-style-type: none"> • The Tutoring Team and Mentors have made home learning contact calls to explain the expectations and focus of the home learning. • We now also know who wants tutoring via phone or teams. • Spare pupil laptops in school that the business manager is currently contacting families to those that don't have one and at some point next week they will receive this. Tutor Coordinators will update you when this happens as it will affect how you contact them. • All staff should now have a laptop to work from at home and have been spoken to by a class teacher if support was needed to work teams. <i>Please note, the teams' sessions will be set up for you so you will just have to log on, join the meeting and possibly share your screen.</i> • Staff to ensure you can get on your work emails at home if you have borrowed a laptop. <p>Tutor Coordinators have created an individual staff timetable for ALL.</p> <p>Tutor Coordinators have also created a Primary and Secondary timetable overview with everything so that you can see when other sessions are happening. However, you must stick to your times as there is no capacity for you to try them again later but remember they are receiving at least 3 sessions a day so hopefully will access someone!</p> <p>From this Tutoring support has produced personalised pupil timetables which shares who they are having for their sessions and when they are. This needs sharing with them over the phone initially today and then will be posted out and emailed.</p> <p>The Learning Project Book – Massive thank you to everyone for their input in this fantastic learning resource, especially to lower staff on Monday who also produced resources where appropriate for relevant tasks. In discussion with Secondary Teachers we have been able to up level and further differentiate this for secondary pupils. There is some fine tweaking to do of these booklets that Tutor Coordinators are going to do.</p> <p>Pupil Emails – Max from ACS has created for all pupils both in or out of school a Levett email account. Those that have access to laptops and for Teams will be able to use this one. The bonus is that each pupil when they log into their email, like us, will have access to their own OneDrive where we will be able to share resources with them without additional emails, or posting out to pupils all the time. However, this will not be ready until the EOD Tuesday.</p> <p>Attached to your email, there is an updated contact document with all pupil's telephone numbers and <i>some</i> email addresses Version 2 will be updated and emailed out after Tuesday. Those personal addresses will be added to the teams for Monday and Tuesday. Tutor Coordinators will then create/amend the rest of the teams calls when all emails have been created.</p>
<p>Timetables</p>	<p>These timetables include the following provisions required by LA and what we as Levett think are most appropriate, in terms of timetabling logistics (as we are not in the benefit of mainstreams who can have more than one pupil on a lesson), taking into account pupil's engagement, sleep patterns, parent/carer support for this and staff well-being and workload.</p> <ul style="list-style-type: none"> • It has a clear colour coded key. • Pupils are being offered, 45minutes academic, 45minutes creative and a learning mentor session. The work pack ensures they have access to the minimum DfE requirements of: KS2- 4 hours and KS3 -5 hours of learning each day. • Every staff member has two days in school and then is supporting the tutoring of all other pupils on two days as we have more at home than in. • Some pupils on your timetable will not in your original class due to availability of other staff.

- Some sessions have more than one adult for the session to offer additional support for the pupil or the member of staff but also if the number of pupils coming into school ever increases or we have staff absences we have capacity to change things without effecting home tutoring too much.
- There is time allocated for CPOMS – to update for safeguarding issue, checking CPOMS, emails, stretching your legs, feed your dog, sort your children etc.
- There is time allocated for handovers, catch up of pupil online sessions but only if academic as the creative stuff is stand alone.
- Everyone is on the same lunch so if you wanted to call one another for those of you that are working from home there is capacity to have some human contact time!
- Friday – TAs will be making safe and well calls to ALL pupils in school or home tutor. Record on CPOMS. Teachers have other tasks/prep time.

How it works:

If the pupil picks up:

- No action required. Tutor Coordinators will presume contact was made.

If the pupil **does not** pick up:

- Phone - Keep trying within that given time slot at least 3 times. If you do not get hold of the pupil/parent/carer you ring through/email Tutor Coordinators and we will try and get through as you will have to move onto the next pupil. We will monitor if they attend the next session etc.

Teams –

- Join the meeting and you **must** stay online for that full time allocation, regardless if there is one staff member or two of you. You then must try to contact them via phone **at least three times** just in case they are having difficulty getting on rather than ‘being absent’ altogether. The same process as the phone - inform SR or HB if no contact was made. You will still be able to use your laptop for other use and leave it on in the background – just in case they immerge!

Attendance – By 1:30 – Tutor Coordinators will inform the attendance officer of the attendance.

Logging –

Academic or Creative – only log on CPOMS if there is a safeguarding concern. RAG rate your timetable for your pupils using the following key and attach on to the OneDrive by Thursday before 3pm. Tutor Coordinators will collate the information on Fridays. This includes if you are paired for a session.

- **Pupil name** – Attended and fully engaged for the full session.
- **Pupil name** - Attended the session but alternative tasks required
- **Pupil name** – Attended but for only some of the session, however engaged.
- **Pupil name** – Not attended.

Learning Mentor – log as normal on CPOMS, including a RAG rated timetable.

Safe and Well Calls – These to be CPOMS as normal.

Subjects

If EP/LS is leading or joining a session literacy needs to be the focus.

If RF/KR is leading or joining a session numeracy needs to be the focus.

If the pupil is not engaging in a literacy or numeracy session, then you can defer to a creative topic or PSHE – **MUST BE LINKED TO THE TOPIC BOOKLET**

Setting up of Teams	<p>The reason Tutor Coordinators are setting up teams is so we can monitor and quality assure what is going on. We can drop in if we need too, we can drop in if we want too or we can communicate about a pupil not attending over teams then having to ring! It is ensuring we can safeguard you as staff as well as the pupils.</p> <p>Daily preparation for Teams:</p> <ul style="list-style-type: none"> • Make sure that you are prepared for your session and on time. • Check that all your technology works every morning with enough time to seek help if this is required. • Stick to the allotted time slots so that each child has the correct amount of time, parents and pupils will get stressed if we are not where they are expecting us. • If using a personal phone to ring, ensure that the number does not come up on their screen – keep your personal details safe. • Make sure that you are wearing appropriate clothing – as if you were at work in the classroom. • Ensure that you are sat in an appropriate position in your home, against a blank wall would be the best where interruptions will not happen. • Do not give the children a tour of your home! • Pupils to be supervised when they are on the TEAMS call – this is to protect you both! • Pupils need to be in a communal area – NOT their bedroom. • If pupils start to struggle, then it may be wisest to either a) amend the task that you have given them OR b) wind down the meeting and pass this information on to line managers. • Keep all contacts and details of children safely on line on the one drive. • Ensure that you log all the necessary information the right way as has been requested by line managers. • Be SMART and safeguard yourself.
w/b 11/1/21 Plan	<p>The timetable starts from next week but the focus for each session is to build relationships and confidence with use of teams or talking on the phone, establish their skills with ICT, getting them used to logging on, or being contacted LOTS! The focus for learning is the packs which were created months ago. They were posted on Wednesday with an accompanying letter stating this was the first weeks' worth of learning. Pupils are to work through those this week. Most staff took a master copy home with them so that you had something to look at too.</p> <p>In school – pupils will need to be planned for. The letter that went in their packs stated this was their learning to be completed when not in school.</p> <p>Tutor Coordinators will roll out the new pupil emails to staff, set up and amend team calls, support in staff and pupil tech issues with teams etc. The Wildlife park booklets will be posted out to pupils.</p>
w/b 18/1/21 – New Learning Focus	<p>The Wildlife Park Project will start on Monday 18th for all pupils both in and out of school. These have been personalised for each pupil. There is a clear structure to it. Move on each week regardless of how many sessions they have been given. You can look through this next week and please take any questions back to the teacher you are working with.</p> <p><u>Two benefits –</u></p> <ol style="list-style-type: none"> 1. Staff are working both in and out of school so everyone is doing the same thing! 2. This takes us into the first week back after half term if the lockdown extends, giving us time to come up with another fantastic project!
Sharing of all this information	<p>OneDrive over emails! You will have access to:</p> <ul style="list-style-type: none"> • ALL the master copies of each pupil personalised Wildlife Park Project Book so it does not matter who you tutor you can refer to anyone's booklet.

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| | <ul style="list-style-type: none">• Learning mentor timetables• Timetable overviews• Pupil contact information• All pupil version timetables• Expectations and Non-negotiables for tutoring and teams• Home Learning Guidelines for Staff. |
|--|---|