



# Remote/Blended Learning and Home Working Policy

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## 1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for students who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Signpost appropriate guidelines for working remotely
- Stipulate the context in which remote learning will take place

## 2. Definitions and Scope

This policy will outline responsibilities and practice in three key areas:

- Individual Lighthouse staff working remotely, including teaching (home working)
- Individual Lighthouse students learning from home (remote learning)
- Full or partial-school closure

Not all remote learning is online or via a device. There are instances where it may be preferable to provide students with remote working via shared worksheets/revision guides. For the purposes of this policy, any references to remote learning is inclusive of both online and physical learning.

Blended learning – the mixture of remote learning and on-site learning – is available to students dependent on their individual circumstances. For details of the on-site learning model, refer to the Teaching and Learning Policy. This policy will outline the remote learning model that forms part of blended learning provision.

Not all online learning is live (synchronous). The [latest guidance on remote learning published by the EEF](#) notes that – when analysing the impact on student progress - ‘*there was no clear difference between teaching in real time (“synchronous teaching”) and alternatives (“asynchronous teaching”)*’. Lighthouse staff may choose to use live or pre-recorded lessons to best suit their students and curriculum.

### 3. Roles and responsibilities

#### ➤ 3.1 Principal and Senior Leadership Team

##### Home Working

- Ensure staff have the necessary resources and training to deliver work effectively from home
- Provide/facilitate training on home working systems
- Alert teachers to resources they can use to teach their subject remotely
- Ensure all staff have the necessary technology to work from home. This includes the distribution of laptops and of temporary WiFi hubs. Priority will be given to staff who do not have any technology available to them

##### Remote Learning

- Ensure students have the technology needed to participate in remote learning
- To stipulate whether remote learning should take place on an individual basis
- Ensure all students have the necessary technology to access remote learning. This includes the distribution of laptops and of temporary WiFi hubs. Priority will be given to students who do not have any technology available to them

##### Full or Partial Closure

- Ensure timely communication with staff and parents/carers about the nature of the closure, students impacted, and the expected return date.
- Ensure the wellbeing and welfare of the school community is maintained and supported
- Provide regular updates to the school community throughout any part-closure/lockdown.
- Co-ordinate with local stakeholders (local government, local schools)
- Ensure the school is abiding by the latest government guidance and update procedures and policies to reflect the latest legislation/advice.
- Co-ordinate the remote learning approach across the school, ensure equal distribution of resources and consistent delivery
- Consider whether any aspects of the subject curriculum need to change to accommodate remote learning
- Regularly initiate and respond to staff, student, and parent/carer feedback
- Monitor the security of remote learning and home working systems, including data protection and safeguarding considerations
- Quality assure and monitor the effectiveness of remote learning – ensuring work is appropriate and staff are abiding by expectations consistently across the organisation

#### ➤ 3.2 Safeguarding Team

##### Remote Learning

- Ensure contact is made regularly with students who are learning remotely and maintain safeguarding responsibility even when students are not on site

##### Full or Partial Closure

- Maintain effective safeguarding practice during full or partial closure, overcoming any barriers remote working might introduce
- Meet with increased regularity to update, strategize, and hold each other accountable for cases
- Maintain a daily student attendance survey to ensure all students are accounted for
- Proactively address areas of safeguarding where vulnerabilities may increase due to lockdown/remote learning (e.g. Online Safety).

### ➤ 3.3 KS Co-ordinators

#### Home Working

- Support team members and be the first point of contact for staff working from home
- Organise cover – in conjunction with the Deputy Principal – for student-facing staff who are working from home

#### Remote Learning

- Ensure staff are aware of students who are learning remotely
- Proactively address any barriers students may have to accessing remote learning
- Where students are not engaging with remote learning, co-ordinate with key staff and family members to try to maximise participation

#### Full or Partial Closure

- Maintain a communication log to ensure that all students and families are contacted regularly
- Support team members and be the first point of contact for support staff and teachers
- Support staff in modifying their curriculum to suit the needs of the students
- Assign roles to key workers and key stage team members
- Risk assess students around ability to achieve EHCP objectives remotely and facilitate additional support to families to enable them to do so from home

### ➤ 3.4 SENCO

#### Home Working

- Facilitate and hold annual reviews remotely

#### Full or Partial Closure

- Audit student EHCPs – specifically Section F – and ensure school is using its 'best endeavours' to provide elements outlined

### ➤ 3.5 Reception staff

#### Remote Learning

- Provide first point of contact for families and mark registers accordingly

### ➤ 3.6 HR

#### Home Working

- Manage staff attendance in line with the school's Attendance Policy
- Provide wellbeing support, as necessary, for members of staff working at home

#### Full or Partial Closure

- Proactively ensure the school community's wellbeing and welfare are maintained and supported

### ➤ 3.7 Teachers (including Coaches and Wellbeing Tutors where they lead a lesson)

#### Home Working

- Inform Deputy Principal, Line Manager and Human Resources of absence and intention/ability to work from home by 7.30am
- Provide cover work for staff leading sessions on-site by 8.30am
- Receive feedback from staff on lessons and modify future lessons accordingly

- Utilise Microsoft Teams (Class Notebook, or Assignments) to provide feedback to students. Where students have an individual system of providing work (e.g. e-mail directly) provide feedback via that mechanism
- Proactively contact line managers/Senior Leadership Team if unable to fulfil any aspects of role

#### Remote Learning

- Provide remote learning for students who are self-isolating, while at school by:
  - Ensuring learning resources are available on Teams
  - And either:
    - Record a video of teacher input and share with the self-isolating students, or...
    - Have the students Zoom into the on-site lesson
- Co-ordinate with key staff and Key Stage Co-ordinators if a student is not engaging with remote learning. Use best endeavours to maximise student engagement with remote learning and circumvent any potential barriers.

#### Full or Partial Closure

- Provide students with lessons by 9am in the morning.
- Provide appropriate work for all the students they would normally teach during the school week
- Provide full lessons of learning – shadowing the timetable during the school week
- Provide high quality teacher input and assigned work
- Provide lessons that are modified to remote learning (following the recommended guidance (see below), accommodate students without printers, etc...)
- Abide by school's Remote Working Guidance when contacting students and families
- Upload work to Microsoft Teams. Where students have an individual system of providing work (e.g. e-mail directly) provide lessons via that mechanism
- Provide asynchronous learning opportunities and – where approved by the Senior Leadership Team – synchronous lessons.
- Co-ordinate with other teachers and key staff to ensure lessons set reflect best practice
- Abide by school's Remote Working Guidance when contacting students and families
- Abide by school's safeguarding procedures (upload an incident to CPOMS, contact the Safeguarding Team)
- Attend virtual meetings and CPD where necessary

### **> 3.8 Support Staff (Curriculum Tutors, Tutors, and Wellbeing Tutors)**

#### Home Working

- Provide general administrative support to staff on-site
- Provide additional support to students who are learning remotely

#### Remote Learning

- Support students – those allocated by the Key Stage Co-ordinator - who aren't in school with learning remotely
- Provide feedback and support to teachers on how to best engage any students not participating in remote learning
- Provide technical guidance to families to ensure access to remote learning – or facilitate technical support if unable to do so themselves

#### Full or Partial Closure

- Contact key students and families regularly and update the relevant Communication Logs
- Tailor learning resources to suit the individual needs of the students. This includes resources to support achieving EHCP objectives
- Attend virtual meetings and CPD where necessary
- Support teachers in creating remote learning resources

## **2.7 Students and parents**

#### Remote Learning

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work – either due to the work itself or technological devices available
- Provide feedback to staff on remote learning procedures

#### Full or Partial Closure

- Use resources provided to support students in achieving their EHCP objectives
- Complete the daily attendance survey and contact the school if – for any reason – a student is unable to access remote learning
- Be respectful when making any complaints or raising concerns with staff members

## **2.8 Trustee board**

#### Remote Learning

- Monitor the school's approach to providing remote learning to ensure learning is high quality
- Ensure that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

#### Full or Partial Closure

- Hold the school to account for the support it is providing to the school community

## **3. Staff attendance**

When working from home, or during full/partial school closures, staff must endeavour to be available during their contracted hours, although this may not always be possible.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the staff attendance survey during school closures, or by contacting their line manager and Human Resources when working from home.

## **4. Home learning/homework**

Unless a student is remote learning, or the school is fully/partially closed, Lighthouse School does not generally provide regular homework to students to support families with demands at home and reduce student anxiety.

However, in the following cases homework - or a suite of home learning opportunities - may be set:

- Where homework is specifically requested by parents/carers
- Where outlined in a student's EHCP provision (e.g. to prepare them for further education)

- Where students need to complete coursework

Where home learning and homework is provided, students are expected to meet the deadlines set.

## 5. Full/Partial Closure Remote Learning Procedures

If the school fully or partially closes for a period of more than one day, the following remote learning procedures will be enacted:

- Students to be provided with full lessons
- Learning to focus on core pivotal concepts within the curriculum
- Timetable of remote learning lesson reflects timetable of lesson if on-site
- Students learning to be available via Microsoft Teams/Class Notebook
- Learning materials to be made available by 9am
- Staff to provide asynchronous or synchronous learning opportunities – whatever they deem suitable for their curriculum
- Learning not to rely on printing out worksheets
- Staff to provide regular feedback to students on their remote learning
- Staff to identify where a student is not engaging with remote learning (due to lack of technology or other reasons). Key staff to work together to address
- Where a student is not engaging with student learning – key staff to use all reasonable endeavours to maximise
- Lessons to reflect the latest remote learning pedagogical research – included varied lesson structure:

Typical structure...

STARTER	TEACHER INPUT and MODELLING	STUDENT WORK	EXTENSION	PLENARY
10 mins	15-20 mins	15-20 mins	5 mins	5-10 mins

Recommended home learning structure...

### Core concept

TEACHER INPUT and MODELLING	STUDENT WORK	TEACHER INPUT and MODELLING	STUDENT WORK	TEACHER INPUT	OPEN-ENDED STUDENT WORK
5-10 mins	5-10 mins	5-10 mins	5-10 mins	5 mins	20 mins

The school will attempt to fully introduce these procedures by the second day of any full or partial closures.

## 6. Meeting Individual Needs

The circumstances in which students learn remotely are varied. Students have a vastly different attitudes to learning within the home. Ensuring students access remote learning regularly can be challenging for families.

All members of the school community (students, families, staff) will be supported so that remote learning can take place and the individual needs (whether academic, social, wellbeing, etc....) of students are met.

Any time a student is not accessing on-site learning – whether due to individual circumstances or full/partial school closure – the student and their family will be contacted regularly by key staff members. This will be, at least, weekly, but in some circumstances on a daily basis. All contact will be recorded in Communication Logs to ensure no family is over-looked.

In order to meet the individual needs of students when learning remotely, a vast array of different barriers and support mechanisms may need to be introduced by key staff. This may include:

- Organising home visits to support families
- Organising support from external agencies
- Facilitating food deliveries
- Providing devices/dongles to maximise access to digital remote learning
- Providing wellbeing support for wider family members (e.g. siblings)
- Providing training to parents/carers on learning systems (e.g. Microsoft Teams)
- Facilitating remote social interaction between families
- Individualised work, modified remote learning resources, and/or individual timetables to maximise engagement

This is not an exhaustive list as school staff will continual look to support families with their individual circumstances

## 7. Who to contact

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

- Issues in setting work or remote learning systems – contact the relevant subject lead or Assistant Principal for Teaching and Learning
- Issues with behaviour or lack of student engagement– contact the relevant KS Co-ordinator, Wellbeing Co-ordinator, or if of a particular concern, the Safeguarding Team.
- Issues with IT – talk to Primary Tech and/or Senior Leadership Team.
- Issues with their own workload or wellbeing – contact your line manager/KS Co-ordinator
- Concerns about data protection – contact the Business Manager to the data protection officer
- Concerns about safeguarding – contact the Safeguarding Team and/or complete an incident in CPOMS

## 8. Data protection and Remote Working Guidance

Staff are expected to abide by the Remote Working Guidance. This outlines how to ensure remote learning is conducted in a way that is safe and secure.

This guidance also includes information on managing of personal data, device security within the home, and best practice for safeguarding students and staff when operating remotely.

Contravening the Remote Working Guidance may lead to disciplinary investigation.



## 9. Safeguarding

The Child Protection and Safeguarding Policy was updated with a Covid-19 addendum. This details the procedures in place to maintain student safety while operating remotely.

## 10. Monitoring arrangements

This policy will be reviewed annually by the Senior Leadership Team. At every review, it will be approved by the Teaching and Learning Trustee Body.

## 11. Links with other policies

This policy is linked to Lighthouse School's:

- Safeguarding and Child Protection Policy Covid-19 addendum
- Behaviour Policy Covid-19 addendum
- Code of Conduct Policy
- Acceptable Use Policy
- SEND Policy
- Staff Disciplinary Policy
- Online Safety Policy
- Remote Working Guidance