



Remote Learning Policy

School: Jigsaw Pupil Referral Unit

Date Approved by Management Committee: **January 2021**

Chair: Mr D Hains

Headteacher: Ms E. Rothlisberger

Review Date: Ongoing

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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 are not in school
- Set out expectations for all members of the school community with regards to remote learning
- Set out expectations for staff who are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work
- Provide appropriate guidelines for data protection

2. Special Educational Needs and Disabilities, and Vulnerable Pupils

Every child who attends Jigsaw Pupil Referral Unit has additional needs of some form. All of our children will have a social, emotional and/or behavioural difficulty which is becoming a barrier to their learning. They attend Jigsaw on a short term basis to help them develop skills and strategies to make progress in mainstream education. Whilst addressing Social, Emotional and Mental Health needs, Jigsaw aims to provide a broad and balanced curriculum to support pupils' academic needs and progress. Many of our pupils can find it challenging to access their learning even with the support of a teaching assistant in their mainstream schools, and some continue to find it challenging to engage with learning even in the highly supported environment at Jigsaw. Much of the learning at Jigsaw is delivered in a play-based way however this can be difficult to replicate and resource at home.

These Social, Emotional and Mental Health needs means that for some of our pupils engaging in remote learning can be difficult. This might be for example due to a lack of confidence in being able to work independently, a specific learning difficulty which prevents them from accessing the written work despite them being able to understand the subject matter cognitively, or attention difficulties which require the work to be broken up into small chunks with opportunities for movement breaks and sensory input. Some pupils who have Attachment Difficulties or an Autism Spectrum Condition for example may find it extremely difficult to view the parent/carer as 'teacher' instead when being asked to engage with remote learning. For many of our pupils the behaviour which communicates their distress becomes a further barrier to their learning. This may be even more apparent in the home setting where the child is being asked to engage in remote learning, whereas traditionally this has been the role of the school, and the boundaries and roles are now becoming blurred.

Some of the pupils are also deemed to be vulnerable for other reasons and this may be evident, for example, through the fact they receive extra support from a social worker. We are aware that families are complex, and that the more children who are learning remotely in a family, the more demand there is on adult attention and available suitable spaces to learn.

Keeping this in mind, we will endeavour to:

- Put in place a system to keep in daily contact with parents
- Adapt the work given to ensure the pupils needs are most effectively met
- Work collaboratively with families - listen to parents' feedback regarding the barriers their children are facing, or they themselves are facing, and adapt the learning provided where requests are reasonable, whilst still trying to provide 'robust remote leaning'
- Work closely with Social Workers to agree the best way to maintain contact and offer support to children

We have actively encouraged all families where the child is classed as vulnerable to send them in to school to be taught on site. We will continue to monitor the situation where these pupils are not attending physically and work closely with Social Workers where relevant in line with our Safeguarding policy and procedures.

In the rare occasion a child has an EHC Plan, it remains the duty of the LA and any Health bodies to arrange the delivery of this in the setting the plan names.

The Department for Education recognises that teachers are best-placed to know how our pupil's needs can be most effectively met. ('Restricting attendance during the national lockdown: schools' January 2021) Although the guidance points towards primary pupils accessing between three to four hours of formal learning per day, we are mindful of the fact that many of our pupils will not be able to sustain this and will differentiate the work provided, the learning styles used, the amount of work expected to be accessed et cetera. As directed by the Code of Practice for SEND and 'Restricting attendance during the national lockdown: schools' January 2021, we will put in place reasonable adjustments as necessary so that our pupils can successfully access remote education.

3. Roles and responsibilities

- Parent Liaison Officer- Jigsaw's Parent Liaison Officer Sarah Latham is available during the school day 8.30am to 3.30pm to answer any queries parents may have.
- Other teaching and support staff are available daily from 9.30am to provide learning support to parents as requested, and will contact parents on a regular basis to check that the work is accessible to both pupils and parents.
- SENDCO - All pupils will follow the plan, do, review cycle for SEND. At Jigsaw each pupil has a 'PLIM' (Personal Learning Intention Map) which outlines their specific areas of SEN need and how Jigsaw plans to support them. PLIMS will be shared at each review meeting and will constantly be updated. Any queries about how to further support pupils can be directed to our SENDCO Nicola Millington on the office number 0151 934 2485.

3.1 Teachers

When providing remote learning, teachers must be available between 8.50am and 3.30pm. If they are self-isolating but healthy and able to continue planning, teaching and assessing pupils' work they should work from home. If they are 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 normal absence procedure.

Remote learning at Jigsaw -

- Our intention is to email/deliver physical copies of lessons the afternoon in advance. Therefore pupils who normally attend on Monday should expect to receive the relevant lessons by Friday afternoon where possible. When this is not possible they should receive it by 10am on the Monday morning. Tuesday and Wednesday work should be received by the end of Monday, and Thursday and Friday should be received by the end of Wednesday.
- Where this is not possible we will email parents to let them know and give them a guide as to what reasonable time frame they can expect to receive the work.
- Teachers will endeavour to set work equivalent in length to the lessons on their revised timetable and be contactable where possible through the day to respond to any questions. If the teacher is unavailable another member of staff will assist.
- Government guidance is that pupils in Key Stage 1 should complete 3 hours per day with less for the younger range of pupils, and Key Stage 2 pupils should complete 4 hours per day. Please refer to Section 2 regarding the needs of our pupils. As a result we may not send up to four hours of formal learning for each day.
- It is recognised that it is not easy to estimate the time it takes for pupils to complete work and some pupils will work faster than others. An element of differentiation by outcome is to be expected. Extension tasks may be set if appropriate.
- Teachers will need to communicate with each other to ensure there is no repeated learning, in instances where they have been required to self-isolate and are working from home, or are providing cover for staff who are absent through illness.
- Teachers need to plan a well-sequenced curriculum so that knowledge and skills are built upon incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

- Parents and children will be able to complete work and send it back to the teacher via email. If parents have printed work off to be completed it would be appreciated if they could take a picture of work and send it to teachers via email. If they are unable to do so we can collect physical copies of completed work.
- Teachers are expected to mark work with the same regularity as they would normally and provide feedback through email.
- Keeping in touch with pupils who are not in school and their parents –
 - Teachers are expected to make regular contact through email or phone call; some parents may have a preference in how to contact them. When doing so all teachers must be available from 8.50- 3.30pm; it is understandable that when working from home teachers will not always be able to give an immediate response to parents. However, teachers should aim to respond on the day of the query.
 - If the teacher is unable to respond, another member of the team will act as a point of contact to provide more immediate help where possible as we recognise that teachers may not be available 'on demand' due to being engaged in the on-site classroom delivery.
 - If parents have any concerns or complaints about the work teachers must respond and try to resolve issues/ support learning. See below for safeguarding concerns.
 - Jigsaw has daily systems for checking whether pupils are engaging with their work and will keep a log of their attempts to do so. They will work with families to rapidly identify solutions where engagement is a concern.
- Attending virtual meetings with staff, parents and pupils –
 - It is not required to wear uniform for any video learning, however appropriate dress is expected.
 - Consider what is in the background of your videoed content or chat – ask if you don't know how to blur background locations, avoid areas with background noise et cetera.

Teachers who are working in school will be expected to teach the children who are on site.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.50am and 2.30pm, TAs who need can be supplied with a laptop to work at home.

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 normal absence procedure.

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

- Supporting pupils who aren't in school with learning remotely:
 - TAs will work under their class teacher to support children within their class. Teachers will give guidance on how to support. This may be through a phone call or email to parents.
- Attending virtual meetings with teachers, parents and pupils:
 - It is not required to wear a Jigsaw uniform such as a fleece for such interactions, however appropriate dress is expected.
 - Consider what is in the background of your videoed content or chat – ask if you don't know how to blur background locations, avoid areas with background noise et cetera.

3.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning. Schools are expected to provide 'robust remote learning' for those who are not attending.
- 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.

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – E. Rothlisberger
- Monitoring the effectiveness of remote learning – they will do this through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents.
- Teachers and support staff will also complete a home learning log to track the work set, whether it has been completed or not, attempted contact with the parents and any issues arising from that. Sarah Latham will also log any relevant 'welfare' contacts she has made/attempted, such as alerting the parents that due to lack of response she has contacted a social worker, or that she has had a face to face visit with a food package and has therefore also been able to discuss the work.
- E. Rothlisberger will have access to this to view all engagement and work completed.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

Please see Safeguarding Policy.

3.6 Computing

As a unit we do not have IT staff as such, however Paul Crawford will attempt to resolve issues regarding:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're experiencing.
- Assisting pupils and parents with accessing the internet or devices.

All staff will –

- Review the security of remote learning systems and flag any data protection breaches to Emma Mallon

3.7 Keeping safe using technology to deliver/access remote learning

Always make sure the platform you are using is suitable for the children's age group, stage of development and ability. Set up school accounts for any online platforms (e.g. Zoom) you use (don't use teachers' personal accounts) and double check the privacy settings.

Consent

You should make sure parents, carers and children understand the benefits and risks of online lessons and get written consent for children to be involved. Staff should only deliver remote lessons if they are comfortable doing so.

Recording or Live streaming

If you plan to record or livestream lessons via an online platform, you need to assess any risks and take appropriate actions to minimise harm.

Maintaining professional boundaries

Teaching online is different to teaching face-to-face, but adults should always maintain professional relationships with children and young people. The Jigsaw code of conduct remains the same.

If recording or live streaming lessons, make sure staff are in a neutral area where nothing personal or inappropriate can be seen or heard in the background. You should also make sure that children are in a neutral area if they can be seen on camera.

Adult to child ratios

It's best practice to have at least two adults present when working with children and young people. This applies both online and offline. The number of adults you need for online lessons will vary depending on the children's age and stage of development, and the activities being carried out.

Contacting children at home

Sometimes staff might need to contact children individually, for example to give feedback on work. Staff should only contact children during normal school hours. Any one-to-one sessions, for example pastoral care meetings, should be risk assessed and approved by the school's leadership team. Staff should ensure they take safeguarding measures if they are having a one-to-one conversation with a child.

We will only use parents' or carers' email addresses or phone numbers to communicate with children. We will not contact children directly to their personal email accounts or mobile numbers. Use school accounts to communicate via email or online platforms, never teachers' personal accounts.

Make sure any phone calls are made from a blocked number so teacher's personal contact details are not visible by inserting '141' before ringing families if you are unable to use the school phone for any reason.

If staff members are accessing families' contact details at home, ensure they comply with the [Data Protection Act 2018](#).

3.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time.
- 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.

Staff can expect parents with children learning remotely to:

- 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.

3.9 Management Committee

The Management Committee 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.

4. Who to contact

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

- Issues in setting work – talk to the relevant subject lead or Nicola Millington -SENDCO (or in her absence E Rothlisberger)
- Issues with behaviour – talk to the class teacher, SENDCO, Head or Deputy Head.
- Issues with IT – talk to P. Crawford, or Emma Mallon in order to contact Agylisis
- Issues with their own workload or wellbeing – talk to Head or Deputy Head.
- Concerns about data protection – talk to the data protection officer Emma Mallon, who will then refer to Lexus as necessary (see data protection policy)
- Concerns about safeguarding – talk to the DSL.

5. Data protection

5.1 Accessing personal data

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

- Have access to the school server remotely. Agylisis will set this up for staff to use from home.
- Staff will use laptops provided by school where possible; it is preferential that if staff are accessing schools servers remotely then they do this from work supplied laptops. If staff are in correspondence with parents and are expecting to reply within the day they may use work emails on their own devices.

5.2 Processing personal data

Staff members may need to collect and/or share personal data from families such as email addresses. Staff should only use Sefton email addresses such as class1.jigsaw@schools.sefton.gov.uk, class2.jigsaw@schools.sefton.gov.uk and class3.jigsaw@schools.sefton.gov.uk 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.

5.3 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.
- School will ensure that antivirus and anti-spyware software and operating systems are up to date – this is done by Agylisis.
- If using a pen drive/memory stick it must be encrypted.

6. Safeguarding

Please read our most up to date Safeguarding policy with all the relevant information, which is available on our shared drive or from the office on request. Please also refer to section 3.7 'Keeping safe using technology to deliver/access remote learning' within this policy.

7. Monitoring arrangements

This policy will be reviewed bi-monthly by C. Mathews, KS2 teacher. At every review, it will be approved by E. Rothlisberger, Head teacher.

8. Links with other policies

- This policy is linked to our:
- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy
- E-Safety policy