

Remote Learning Policy



Written by:	Mrs Charlotte James	Date: 20 th October 2020
Approved by:	Curriculum Committee	Date: 23 rd October 2020
Last reviewed on:	23 rd October 2020	
Next review due by:	31 st January 2020	

1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the school's approach to remote learning
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available to children between 9:00am and 3:30pm (depending on contracted hours) and otherwise in accordance with directed time. 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. If an absence affects the completion of any work required ensure arrangements have been made with a member of SLT to ensure work is completed.

Remote Educational Provision For Individuals Who Are Self-Isolating or Shielding

In the event that individual pupils are confirmed to be self-isolating or shielding due to COVID, Class Teachers will provide access to a daily timetable of remote learning activities. This will be shared through Class Dojo within 24 hours of notification of the pupil's absence and thereafter by 9:00am each day. This timetable will, as much as possible, link to our long-term curriculum plans and the learning those in school will be doing, while remaining manageable for staff to prepare on top of their usual weekly workload. To do this, we will make use of a number of ready prepared high quality online materials (drawing on some units from the national Oak Academy that better enable delivery of our school curriculum) and supplement these with our existing subscription packages which children are familiar with. We appreciate that some families won't be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills. Staff will endeavour to view and feedback on as much of student's work as they are able, while balancing their workload inside of school. Students at home should receive feedback regularly throughout the week.

Remote Educational Provision For Whole Classes

In the event of that a whole class, Key Stage or whole school have to self-isolate Class Teachers will post daily timetables on Class Dojo for their class. This will outline a range of learning activities in the full range of subject areas and contain tasks and links to follow (in any order and at a time that suits across the week). We appreciate that some families will not be able to engage with the full timetable, and in this case suggest they focus on key learning priorities to try to reduce the impact on children's core Maths and English skills. Opportunities to join in with time-scheduled LIVE events will be highlighted in red, for example Times Tables Rockstars Class competitions and Mathematics Live Maths. Throughout the day, further posts on Class Dojo will add extra detail or examples as necessary and Class Dojo assignments will be set to 'collect in' a piece of work. Staff will approve portfolio posts regularly and give feedback on a student's portfolio. Other optional events and enrichment activity ideas will be offered throughout the week to help keep the children engaged and enthusiastic, as well as supporting their social interaction and physical and emotional wellbeing at this time.

Interaction

We are keen to make remote learning an interactive experience through the submission and sharing of work by children and delivery of feedback from teachers and arranging opportunities for pupils and families to compete, interact and collaborate, for example through Times Tables Rockstars Battles. We will also provide as much pre-recorded lessons by class teachers as is possible whilst ensuring teacher workload is not excessive. Our aim is that class teachers will provide at least 3 of video explanations for both English and Maths per week and at least 1 other curriculum subject with video explanation.

Live Lessons

We do not, at this stage, intend to provide live streaming of lessons or live face-to-face communication between staff and pupils/families. The reasons for this include:

- a) Many families only have 1 device (tablet, laptop or smart phone) and yet they have more than 1 child requiring the use of the device. Live streaming of lessons would mean many children would not be able to access the content and would miss the experience.
- b) Younger children would require constant supervision throughout all live lessons so that they could access the various functions.
- c) Pressures on families in lockdown or isolation at home is significant. Managing access to live stream lessons for children alongside adult working from home requirements and other family life issues is unsustainable for many.
- d) The difficulties around safeguarding of all children and staff is a key consideration in our decision.

We will provide pre-recorded videos that teachers have made themselves (these may be PowerPoint presentations with teacher audio or Loom videos showing the teacher modelling different methods and skills) which parents/children can access at any time. For some subjects it will also be appropriate to draw on the excellent resources produced by Oak Academy.

Children in Early Years will be able to watch pre-recorded stories, explanations and challenges set by the adults in their class. These can be accessed via Tapestry. Parents can also communicate with class teachers through Tapestry and share their children's learning experiences in the usual way.

Any video content shared should follow the usual rules outlined in the Online Safety Policy and Acceptable Use Agreements. Due consideration should be put in by staff before sharing photo or video as to whether there are any issues regarding reputation, professional conduct, online safety or other safeguarding. We would strongly recommend that staff avoid using personal devices and should only use school provided equipment. Where this is not possible staff should be mindful of their GDPR responsibilities.

Keeping in touch with pupils and parents:

- Weekly Stars and Writers of the Week to be shared via Class Dojo and Headteacher pre-recorded assemblies.
 - Emails received in the Pupil Work email from parents are to be checked between 9am and 3pm, Mon- Fri by SLT and office staff. Emails will be forwarded to class teachers if appropriate or their comments sought before a reply is sent by SLT/office staff. Emails will be replied to within 48hrs. Only send replies between these times. If a class teacher replies in person to a parent, they should copy in the Headteacher and/or member of SLT. Parents will not receive a reply to personal messages sent on Class Dojo.
 - Teachers are to attempt to make contact with all pupils in their class every 2 weeks via telephone call when in school or from a withheld number. Contact details can be accessed from SIMS, please ensure you log off and do not share information with a third party. Record all contacts on SIMS and add any relevant actions. Example SIMS comment 'Telephoned, offered support during home learning and I spoke with child who is getting on well. No concerns.' Alert Headteacher if there is a safeguarding concern.
 - Contact should be polite, professional and encouraging. Teachers must adhere to the email protocol within the Acceptable Use Policy and not give out any personal details. Any concerns should be forwarded to a member of SLT who may choose to contact the parents directly. There is no expectation from school that work must be completed at this time. We believe our parents will be doing their best. However, Class Teachers and SLT will take steps to ascertain reasons behind work not completed and put support in place where appropriate.
- Attending virtual meetings with staff, parents and pupils:
 - At present we have no plans to hold virtual meetings with parents and/or pupils.
 - When attending any online virtual meetings staff should be mindful of the following:
 - Suitable clothing should be worn
 - Language and behaviour must be professional and appropriate
 - Location should be appropriate with noise and other distractions minimised
 - Microphones should be muted when not speaking

Teacher Illness/Absence

In the event that a teacher becomes ill and is not able to work:

- Work will be set for the class but not by the class teacher. SLT and Key Stage Leaders will liaise with Subject Leaders to plan activities until the teacher is well enough to undertake the planning and delivery themselves.
- SLT would deal with parent emails
- LSAs would continue to communicate with children and may be supported by LSAs from another class.
- When a teacher is ill, work will not be marked in detail but will be acknowledged by a member of staff in the usual way.

2.2 LSAs

LSAs must be available between 9:00am – 3:15pm, Mon to Fri (depending on contracted hours). During this time they are expected to check work emails and be available when called upon to attend school. 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.

In addition to the following points, LSAs may also be required in school to facilitate delivery of learning to key worker children.

LSAs are responsible for:

- Supporting teachers with planning ideas and activities.
- Supporting teachers in preparing resources including taking part in some pre-recorded teaching material.
- Supporting pupils with learning remotely via feedback and comments on Class Dojo in line with expectations set by the Class Teacher. Class teachers will plan for the support their LSAs will provide each day to best meet the needs of the children in their class. On occasion, the SENCo or a member of SLT may also allocate LSA support to specific children, groups of children or classes.
- Attending virtual meetings with teachers where appropriate, taking account of the guidance for virtual meeting etiquette (see above).
- In the event of teacher illness, LSAs may also be asked to cover some classes, communicating with and giving feedback to children.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Monitoring the work set by teachers in their subject such as through work/planning scrutiny, regular meetings with teachers
- Work with teachers to make sure all work set in their subject is appropriate and consistent
- Keep track of progress in their subject in the light of home learning during the term.
- Evaluate progress made towards own subject action plan
- Take guidance from the Headteacher/SLT regarding what further next steps will be
- Consider whether any aspects of the subject curriculum need to change to better accommodate remote learning
- Work with other subject leaders and SLT to ensure work set remotely across all subjects is appropriate and consistent.
- Alerting teachers to resources they can use to teach their subject remotely

- › In the case of the Computing subject lead, some extra responsibility will be taken in supporting class teachers, parents and pupils in the implementation and use of the online learning platforms used. This to be appropriate and in proportion to their other responsibilities.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school
- › Monitoring the effectiveness of remote learning – for example through regular meetings with teachers, Key Stage leaders and subject leaders, reviewing planning, work set and submitted or seeking feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

Ref COVID-19 amendments to the Child Protection Policy and to the school Behaviour Policy.

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although 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 – in the first instance parents might be directed to the school website 'COVID-19' page which contains useful links.
- › Be respectful when making any complaints or concerns known to staff

2.8 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

3. Data protection

3.1 Accessing personal data

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

- › Use the Remote Server function of the school IT system.
- › Where possible use equipment provided by school. If using personal devices, then images and other personal or sensitive information must be deleted at the end of the working day.

3.2 Processing personal data

Staff members may need to collect and/or share personal data such as pupil names, telephone numbers or parent email addresses 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.

3.3 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

4. Safeguarding

All staff should abide by the schools Child Protection and Safeguarding arrangements. Staff should read the updated Child Protection Policy and the addendum to the Behaviour Policy.

5. Monitoring arrangements

This policy will be reviewed half-termly by Michelle Shenston and the Senior Leadership Team. At every review, it will be approved by Curriculum Committee at their next scheduled meeting.

6. 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
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy