Remote Learning Policy

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1. Aims

This Remote Learning Policy for staff aims to:

➢ Ensure consistency in the approach to remote learning for pupils who aren't in school

➢ Set out expectations for all members of the school community with regards to remote learning

➢ Provide appropriate guidelines for data protection

➢ Ensure pupils unable to attend school remain fully included within the school community

➢ Continue to ensure that every child receives the best education the school can provide them

➢ Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a lockdown.

➢ Ensure all necessary safeguarding requirements and duties are met or carried out to the same standard as within school.

2. Roles and responsibilities

Teachers

When providing remote learning, teachers must be available between the hours 8.30am – 3.30pm.

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 (ie contact the headteacher & school office if possible).

Setting work:

▪ Teachers will provide learning for the pupils in their class.

▪ The work provided will mirror the daily lessons that are planned for on the class timetable (eg morning maths and English/phonics lessons and afternoon foundation lessons) and include guidance on how pupils should manage their time.

▪ The work will be set daily and posted by 8:30am each morning on the Class Dojo page.

▪ Home Learning Packs (consisting of the work uploaded onto ClassDojo) will be printed by parallel class teachers or Phase Leaders and made available for collection for pupils with limited or no access to Dojo/devices.

▪ Work will be differentiated at least 3 ways (ie H, H+, H++) wherever applicable.

- Teaching prompts will be made available to aid pupils and parents wherever applicable eg through converted Smartboard slides, through pre-recorded teacher modelling clips, through websites.
- Teachers will record themselves reading a shared text at least twice a week, to promote the love of reading.

Providing feedback on work:
- Teachers are expected to be contactable between 8.30am -3.30pm to answer work related queries from pupils or parents and provide feedback.
- Pupils will be encouraged to submit their work to their class teachers using ClassDojo.
- All work submitted will be acknowledged by the class teacher (or support member of staff where applicable) at the earliest opportunity (eg work submitted in the morning should not be left unacknowledged until the afternoon).
- Feedback will be provided for all lessons on an individual basis using the school's marking policy/processes as closely as possible.

Keeping in touch with pupils who aren't in school and their parents:
- In the event of a class bubble closure, the standard means of communication will be via ClassDojo (or phone calls to pupils not on ClassDojo). However, if there has not been any communication from the pupil/parent:
  - ➢ By the end of day 1, a reminder message about home learning expectations will be sent by the teacher via ClassDojo.
  - ➢ If during day 2 there is still no communication, the teacher will be expected to attempt to make a phone call to the parent reminding them of expectations.
  - ➢ If by the end of day 2 there still has not been any communication, the DSL will be alerted.
- In the case of a national or local lockdown, the same communication expectations will be followed as in the case of a class bubble closure. However, teachers will also be expected to call all pupils at least once a week.
- Teachers are expected to respond to any messages received on ClassDojo during Monday – Friday between 8:30 -3.30pm. Messages received outside of those hours should only be responded to if they are deemed to be urgent.
- Vulnerable pupils / EHCP pupils will called at least once a week by the DSL, SENCO or 1:1 support.
- Any safeguarding concerns should be recorded and reported to the DSL in the usual way via CPOMs.

Attending virtual meetings with staff, parents and pupils:
- If staff are recording videos or streaming 'Live lessons', they should be appropriately dressed following the school's Dress Code Policy and ensure they are appropriately located (eg avoid areas with background noise, nothing inappropriate in the background).
- Staff must ensure that all safeguarding procedures and parental permissions are in place before streaming 'live' lessons – see DSL.

Teaching assistants

When assisting with remote learning, teaching assistants must be available between their 9am-3pm (or their usual contacted hours).

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 (ie contact the headteacher & school office if possible).

In the event of a class bubble closure or a local or national lockdown, teaching assistants will:

- (If general support) liaise with class teachers to ensure they are assisting with daily remote learning.
- (If 1:1 support) provide learning for individual pupils by:
  - ➢ Providing work which mirrors the daily work planned for on the child's usual timetable or EHCP plan.
  - ➢ Setting work daily and posting it by 9.00am each morning on the Class Dojo page.
  - ➢ Preparing Home Learning Packs (consisting of the work uploaded onto ClassDojo), via the SENCO if necessary, ready for collection for pupils with limited or no access to Dojo/devices.
  - ➢ Providing support and advice for parents to ensure home learning takes place either through prepared teaching prompts or support provided over the phone.
  - ➢ Being contactable between 9.00am -3.00pm to answer work related queries from pupils or parents and provide feedback, either via ClassDojo or over the phone.

Subject Leads

Alongside their teaching responsibilities, Subject Leads are responsible for:

- Supporting teachers to ensure that remote work in their subject area is appropriate and consistent.
- Monitoring the remote work set by teachers in their subject by looking at planning and reviewing the quality and content of work posted on ClassDojo.
- Alerting teachers to resources they can use to teach their subject remotely.

Middle Leaders (Phase Leaders)

Alongside any teaching responsibilities, Phase Leaders are responsible for:

- Coordinating the remote learning approach across their phase (ie ensuring there is clarity and consistency across the phase).
- Monitoring the effectiveness of remote learning within their phase by:
  - ➢ Ensuring that teachers and teaching assistants within the phase are following the expectations listed above.
  - ➢ Monitoring ClassDojo pages for pupil participation/communication levels, quality and quantity of work and quality and quantity of teacher feedback.
  - ➢ Organising regular virtual phase meetings during a local or national lockdown.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.
- Ensuring that systems for remote learning are in place for children when a class teacher is unwell and unable prepare work for class bubbles.

Deputy Headteacher

The DHT is responsible for:

- Coordinating the remote learning approach across the school (ie ensuring there is clarity and consistency across all phases.

- Monitoring the effectiveness of remote learning across school by:
    - Seeking feedback from Phase Leaders about the quality of remote learning during a class bubble closure.
    - Organising regular virtual SMT meetings during a local or national lockdown.
- Providing feedback on remote learning to the Headteacher and Governors as and when required.

Designated Safeguarding Lead

The DSL is responsible for:

- Calling all vulnerable pupils at least once a week during a bubble closure or lockdown.
- Responding to any safeguarding concerns raised through direct phone calls or by staff via CPOMS (see Child Protection Policy & KCSIE policy).

SENCO

The SENCO is responsible for:

- Coordinating the remote learning approach for SEND/EHCP pupils across school by:
    - Overseeing the planning of remote learning for SEND/EHCP pupils during a class bubble closure or local or national lockdown and providing support for teachers and teaching assistants.
- Monitoring the effectiveness of remote learning of SEND/EHCP pupils across school.
- Calling SEND/EHCP pupils at least once a week during a class bubble closure or local or national lockdown.

IT staff

The IT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they are experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day (from 9am-3pm) although it is acknowledged that they may not always be in front of a device the entire time.
- Complete all work to the deadline set by the teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they are 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.
- Adhere to Government and Department for Education guidance and ensure that their child completes all work to the deadline set by the teacher.

- Seek help from the school or teacher if they need it.
- Be respectful when making any complaints or concerns to staff.

Head Teacher

The Head Teacher is responsible for:

- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.

Governing Body

The Governing Body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible.

3. 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 SENCO.
- Issues with behaviour – talk to the relevant Phase Leader or DHT.
- Issues with IT – talk to IT staff.
- Issues with their own workload or wellbeing – talk to their Phase Leader or Line Manager.
- Concerns about data protection – talk to the data protection officer / IT Manager.
- Concerns about safeguarding – talk to the DSL.

4. Data protection

Accessing personal data

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

- Have access to SIMs when in school on their desktop computer.
- In the event of a class bubble closure or lockdown, be provided with a register of contact numbers so that phone calls can be made to parents/carers.

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.

5. Safeguarding

Please refer to Child Protection and KCSIE Policy.

6. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government. At every review, it will be approved by the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy.
- Child protection policy and coronavirus addendum to our KCSIE policy.
- Data protection policy and privacy notices.
- Home-school agreement.
- ICT and internet acceptable use policy.
- Online safety policy.