



Remote Learning Policy

Agreed:

Date: Autumn 2022

Review Date: Autumn 2023

Family, Aspiration, Love

1. Aims

This remote learning policy aims to:

- Support pupils who are unable to attend school due to local lockdown or self-isolation so that they are able to maintain progress and to minimise any disadvantage caused by not being in school
- Ensure consistency in the approach to remote learning for pupils who are not in school
- Recognise that not all families have access to multiple IT devices and therefore offers flexibility
- 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 between 8.30am and 3.30pm.

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.

When providing remote learning, teachers are responsible for:

- Setting work
 - Teachers must set work for all children in their class and any others that they would regularly teach throughout the day
 - Work should be set each day and should reflect the normal school timetable for that day
 - The work should be uploaded by 8.45am each day
 - Work should be uploaded to Class Dojo for each class/year group
 - Practical tasks, using household resources, should be provided for Reception and Year 1 children to promote engagement and ease of access.
 - Paper copies of work should be provided to parents for collection from school, subject to agreement between a senior leader and the parent/carer.
 - Work should include an outline of the purpose of the lesson, (this may be given in written form, photograph or video); any links to supporting video clips; links to online lesson resources and outlines of any tasks. (eg Oak Academy <https://www.thenational.academy/> ; <https://www.bbc.co.uk/bitesize> ; <https://www.spag.com/> ; <https://trockstars.com/> ; <https://www.literacyshed.com/home.html> ; <https://www.tentenresources.co.uk/> ; <https://readtheory.org/>)
 - Templates for tasks, eg work sheets, task descriptions, response sheets, writing frames etc should be uploaded to Class Dojo and parents are requested to upload the completed tasks for teachers to assess.
- Providing feedback on work
 - Completed work from pupils should be uploaded to Class Dojo each day. Where an agreement has been made between a parent/carer and a senior leader to provide

paper copies of work, the parent/carer should return completed tasks to school at least weekly.

- Comments on the pupils' responses to set tasks should be made via Class Dojo to an individual's account
- Feedback on completed work should be given daily if possible but always prior to the next lesson in that subject
- Keeping in touch with pupils who are not in school and their parents
 - Teachers should upload a daily video to Class Dojo each morning. This should begin with a welcome and morning prayer and then should briefly outline the tasks for the day
 - Parents are requested to contact teachers regarding school work via Class Dojo. Staff are not required to respond to messages outside of working hours.
 - Complaints or concerns shared by parents and pupils should be forwarded to the head teacher or deputy head teacher if they cannot be resolved by the teacher
 - Safeguarding concerns should be referred to the designated safeguarding leads following normal practice
 - Consistent failure to complete work should be reported to the head teacher or deputy head teacher who will make telephone contact with parents/carers
- Attending virtual meetings with staff, parents and pupils
 - Whenever possible, meetings will be set as face to face, following stringent health and safety guidelines
 - Where face to face meetings are not possible teachers may have to attend virtual meetings. On these occasions a professional dress code should be followed.
 - Teachers attending virtual meetings should avoid areas with background noise, and be mindful of having an appropriate background
- If teachers are also working in school, for example if their "bubble" is not required to self isolate but individual members are, work should be uploaded as described above for individuals at home, from the first day of the pupil absence. It is therefore suggested that lesson plans should routinely include the use of online resources so that links can be shared with and accessed by pupils at home. If teachers are working at school they are not required to upload a daily video.
- Teachers are required to share completed work and photographs, (where parents and carers have given permission,) on Class Stories and Twitter, in order to promote enthusiasm and interest in remote learning and to celebrate successes. This, in turn, will provide motivation for pupils to remain engaged with remote learning.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.45am and 3.30pm.

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.

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

- Supporting pupils who are not in school with learning remotely
 - Individuals who are working at home when their bubble remains in school
 - Pupils in intervention groups they would typically lead

- Teaching assistants are required to make a daily telephone call from school to individuals who are self-isolating when their bubble remains in school. The purpose of this is to ensure the pupil's well-being and to ensure they have an understanding of set work
- Teaching assistants may upload and provide feedback for work from intervention strategies
- Teaching assistants may be asked by teachers to provide feedback to pupils if the teacher is working with other children, eg to assist the SENCO when they are providing support to pupils with additional needs
- Attending virtual meetings with teachers, parents and pupils –
 - Whenever possible, meetings will be set as face to face, following stringent health and safety guidelines
 - Where face to face meetings are not possible staff may have to attend virtual meetings. On these occasions a professional dress code should be followed.
 - Staff attending virtual meetings should avoid areas with background noise, and be mindful of having an appropriate background

2.3 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
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Monitoring the remote work set by teachers in their subject by reviewing work set on Class Dojo
- Alerting teachers to resources they can use to teach their subject remotely

2.4 SENCOs

Alongside their teaching responsibilities, SENCOs are responsible for:

- Contacting pupils with additional needs via Class Dojo to provide advice and support
- Telephone parents/carers of pupils with additional needs to check on their well-being and progress
- Overseeing provision for remote learning to ensure work set for individuals is in line with their support plan.

2.5 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 through regular meetings with teachers and subject leaders, reviewing work set or by collecting feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- 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
- Assisting pupils and parents with accessing the internet or devices, including providing school devices on loan and SIM cards
- Uploading resources for collective worship each week
- Provide pupils with paper/exercise books to use when completing tasks.
- When families do not have digital access, school will endeavor to provide dongles for internet access and IT devices will be made available. If this proves to be unsuccessful, paper copies of work will be provided.
- Where parents/carers request paper copies of work, senior leaders will discuss the reason for such requests with parents/carers and explore all possibilities to enable pupils to access online learning. Where there is no other suitable alternative, the senior leader may agree that teachers will provide paper copies of work, to be collected and returned from the school by parents/carers at least weekly.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Have a working knowledge of local partnership Child Protection/Safeguarding Procedures as they apply to the roles and responsibilities of schools
- Enacting those procedures when cases of abuse are reported
- Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they regularly remind staff of signs and symptoms, how to respond to disclosures and the importance of recording concerns appropriately
- Liaising with DCYPS and other agencies regarding individual cases, and on general issues in connection with child protection
- Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse
- Having appropriate in-house forms available to ensure staff document their concerns to add to the DSLs on-going chronology of events
- Being responsible for ensuring that relevant staff training is arranged that places CP within the overall context of safeguarding. New staff and volunteers need inducting into their responsibilities
- The Designated Safeguarding Lead must also ensure that he/she is trained appropriately for their role including refresher training every two years
- Attending strategy meetings where appropriate.
- Ensuring that the school is represented when invited to Initial and Review child protection conferences, and that those representing the school are aware of the procedures and requirements of the conference in terms of timescales for report completion, sharing and providing a single-agency chronology
- In conjunction with the Head Teacher, ensuring that those arrangements emanating from any child protection conference which relate to the school are carried out fully
- Ensuring that information on individual cases is passed to colleagues on a 'need to know' basis.
- Ensuring that child protection information and records are kept securely
- Working with the Head Teacher and other curriculum leaders to integrate safeguarding and child protection themes within the curriculum
- Supporting any staff involved in reporting child abuse cases or in the event of the death of a child (including through natural causes)
- Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged

- Liaising with the Head Teacher on monitoring and reviewing the policy
- A system of regular monitoring and review of all on-going concerns ensuring effective communication between pastoral and Designated Teacher colleagues

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although it is recognised that they may not always be in front of a device the entire time
- Complete work set every day to the deadline set by teachers, from the first full day of absence from school
 - EYFS pupils should complete tasks for up to 3 hours across the day
 - Key Stage 1 pupils should complete work for 3 hours across the day
 - Key Stage 2 pupils should complete work for 4 hours across the day
- Seek help if they need it, from teachers or teaching assistants via Class Dojo or telephone
- Alert teachers if they are not able to complete work via Class Dojo or telephone

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

2.7 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. Lunchtime meal provision

Lunch will be provided in school for pupils who require it. This may be an adapted menu. Packed lunches may be brought in to school in wipeable plastic boxes.

Pupils who are entitled to free school meals will be provided with a voucher which can be redeemed at supermarkets

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 SENCO
- Issues with behaviour – talk to the head teacher or deputy head teacher
- Issues with IT – talk to the head teacher or deputy head teacher

- Issues with their own workload or wellbeing – talk to the head teacher or deputy head teacher
- Concerns about data protection – talk to the data protection officer
- 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:

- Only use Class Dojo- Parents and carers provide their consent when they download the app
- <http://www.classdojo.com/privacy>

5.2 Processing personal data

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
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

6. Safeguarding

Please see the Safeguarding Policy

7. Monitoring arrangements

This policy will be reviewed every two years by the governing body.

8. Links with other policies

This policy is linked to our:

- Behaviour policy

- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- Online safety policy
- Virtual meeting policy

Equality statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.
- This policy has been impact assessed by governors in order to ensure that it does not have an adverse effect on race, gender or disability equality.