



**Remote Learning Policy**

**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

**Roles and responsibilities**

**Teachers**

When providing remote learning, teachers must be available during normal school-working hours. 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 to the Head Teacher using the normal absence procedure. Teachers also need to consider their own well being and the well being of others and therefore should think carefully about limiting access outside of normal work hours.

When providing remote learning, teachers are responsible for:

**Setting work (More details can be found in our home learning plan)**

- this should be provided for any child that they would normally teach during the school day including any classes that they may cover for part of the day.
- As a minimum in EYFS and KS1 each child should be provided with a maths task, a phonics/reading task, a writing task (where appropriate) and a wider curriculum task per day.
- As a minimum in KS2 each child should be provided with a maths task, a writing/SPAG task, a reading task and a wider curriculum task per day.
- This work must be set by 9am on the day that it is to be accessed by the children.
- Any work should be completed through Microsoft Teams and uploaded to the appropriate Teams pages. In EYFS and KS 1 links will be provided through Tapestry where activities will be posted and responded to.
- Guidance on accessing, uploading and assessing work can be found in the training packs provided separately.
- Work shall be set appropriately to ensure all children can access it on the range of devices that are available to them. Parent surveys will be continually carried out to assess the level of technology available to the children for home learning situations.
- Staff will liaise with each other regularly to ensure that there is a clear progression across school for the work being set and analysis will be carried out to check engagement, appropriateness and effectiveness of work set.
- The school SENCo (Sarah Sumpton) and the Headteacher (Melanie Clark) will monitor the suitability of remote learning activities for pupils with Additional Needs and will provide further support for teachers, pupils and parents in the form of signposting to suitable activities, advice on the support of these activities and will identify relevant teaching tools that will support children appropriately.
- Any issues will be reported to Lizzy Baker (Computing Lead) and acted upon as soon as possible.

**Providing feedback on work**

- Work will be set as assignments through TEAMS/Tapestry so direct feedback can be given in terms of a comment or a mark to individual pupils on their work produced.
- Work completed by the deadlines set will be given detailed feedback.
- Work completed and submitted after the deadline will receive acknowledgement of receipt.
- Only teaching staff will comment and post work on the home learning platforms to ensure consistency and secure monitoring.
- Only teachers will publish observations for parents to view on tapestry.

### Keeping in touch with pupils who aren't in school and their parents

- Staff will post regular comments/ links to relevant information on twitter.
- All families will be contacted regularly to 'check in' and see if they need any additional support.
- Any family identified as needing a higher level of contact will be contacted at least weekly as minimum through phone calls made through the school phone.
- Staff may receive messages through the general post feed on TEAMS/Tapestry/Twitter and can respond appropriately (in line with appropriate use guidelines). Staff are not to respond to private individual messages that could be deemed inappropriate. Staff are not expected to reply to messages outside of normal working hours.
- Any concerns or complaints highlighted by parents should be referred to the headteacher or a member of SLT should the headteacher not be available. Safeguarding concerns should follow usual protocols.
- In the event of a whole bubble/ whole school isolation staff will host a class Teams meeting to check in on the pupils at the beginning and end of each week to cover general wellbeing as well as to outline the work for the week (during the Monday meeting) and for the children to feedback about the week (during the Friday meeting).

### Attending virtual meetings with staff, parents and pupils

- If required to attend virtual meetings with any of the above, then appropriate 'work attire' should be worn.
- Meetings should take place in appropriate locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- If teachers are to continue to work in school whilst individual pupils are home learning, then close links should be made between the work being delivered in school and the work being posted on the home learning platforms. Feedback to home learning pupils will need to be given as soon as possible, taking into account demands of school-based roles.

## **2.2 Teaching assistants**

When assisting with remote learning, teaching assistants must be available during normal school working hours.

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 to the headteacher using the normal absence procedure.

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

### Attending virtual meetings with staff, parents and pupils

- If required to attend virtual meetings with any of the above, then appropriate 'work attire' should be worn.
- Meetings should take place in appropriate locations (e.g. avoid areas with background noise, nothing inappropriate in the background).
- Teaching assistants are not to respond or comment on activities/responses on home learning platforms. They may make professional comments on Twitter linked to relevant activities but must consider appropriate ways and times of posting.

### Setting Work

- Teaching assistants may assist in developing resources for use on home learning platforms however only teachers are to post these for parents/pupils to access.
- In the EYFS teaching assistants can write observations however only teaching staff are to publish these for parents to access.
- Only teachers are to respond to home learning activities and parent responses.

## **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.
- 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 – through meetings with teaching staff and collation of evidence.
- Alerting teachers to resources they can use to teach their subject remotely.

## **2.4 Senior leaders**

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – this role has been assigned to Lizzy Baker (computing subject lead)
- Monitoring the effectiveness of remote learning – through regular discussions with the lead, teaching staff and teaching assistants as well as through reviews of work set and through analysis of engagement from pupils/parents. Feedback from parents/pupils will also be sought regularly to ensure systems are working effectively for their needs. Regular analysis will be carried out by Lizzy Baker and fed back to SLT to communicate effectiveness and engagement.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

## **2.5 Designated safeguarding lead**

The DSL is responsible for:

- Ensuring that all principles set out in the child protection policy are adhered to.
- Ensuring that all staff have access to relevant training to ensure that they can adhere to the principles set out in the child protection policy.

## **2.6 ICT staff (including Lizzy Baker Computing subject lead)**

ICT staff are responsible for:

- Fixing issues with systems used to set and collect work.
- Helping staff and parents with any technical issues they're 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.

## **2.7 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.
- 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.

## **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. 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 computing subject lead, relevant subject lead or SENCO.
- Issues with behaviour – talk to the relevant key stage lead, behaviour lead, headteacher.
- Issues with IT – talk to the computing subject lead, IT staff.
- Issues with their own workload or wellbeing – talk to their line manager.
- Concerns about data protection – talk to the data protection officer.
- Concerns about safeguarding – talk to the DSL.

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Access the data through the secure cloud service on office 365/one drive or through the secure connections to staff share using FortiClient.
- Staff will be provided with devices to use if they need to work from home therefore staff should use these rather than personal devices to access data.

### **4.2 Processing personal data**

Staff members may need to collect and/or share personal data such as 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.

### **4.3 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.

## **5. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- Computing and internet acceptable use policy
- Online safety policy

**Written by: Lizzy Baker (Subject Leader)**

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***Nurturing a Love For Learning***