

# Remote Learning Policy



<b>Approved by:</b>	The Governing Body	<b>Date:</b> December 2020
<b>Last reviewed on:</b>	December 2020	
<b>Next review due by:</b>	September 2021	

DREAM BELIEVE ACHIEVE

## 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 local lockdown.

## 2. Roles and responsibilities

### 2.1 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- a. Co-ordinating the remote learning approach across the school.
- b. Monitoring the effectiveness of remote learning.
- c. Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

### 2.2 Designated Safeguarding Leads

The DSLs (HT/DHT) are responsible for: Safeguarding concerns, including those related to Remote Learning. Please refer to Child Protection and Safeguarding Policy. Teacher must raise concerns immediately with DSLs.

### 2.3 Teachers

When providing remote learning, teachers must be available between 9am-3pm on their working day. 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. Remote learning provision for their class will be shared by year group colleagues in their absence.

When providing remote learning, teachers are responsible for:

#### Setting work

- > Teachers will provide learning for their current class.
- > Daily tasks are set via google classroom which direct the children to White Rose Maths Daily Lessons and Oak National Academy daily Maths, English and Science lessons and BBC Bitesize daily lessons.
- > Daily phonics lessons will be planned for Year 3 and SPAG lessons for Years 4,5,6.
- > Teachers will also use resources provided by Education City, Mathletics and Timestables Rockstars, as well as other resources identified by school curriculum leaders eg Charanga (Music) and Linguascope (Spanish)
- > Teachers will upload the weekly home learning on Google Classroom.

- > For those pupils that do not have access to a laptop, they will receive a laptop from the school (received via government allocation) to support with their remote learning during the period of their self-isolation or in the event of a school closure. If they do not have internet access then they will receive a hard copy home learning pack which will be delivered by a staff member to the home or collected by a non-isolating extended family member.

### Providing feedback on work

- > Pupils will use Google classroom to submit work, if appropriate (as some work will be completed on the actual sites eg Mathletics). Feedback will be given for English and Maths on an individual basis. Feedback will be age appropriate.

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

- > In the case of a national or local lockdown, Teachers will call pupils/parents at least every 2 weeks. Any concerns should be recorded and the DSL informed. In the event of a self/class bubble isolation, communication will be via email. If there has been no communication from either a parent/child by day 3 of lockdown/self-isolation period starting, teacher will call parents/pupils on day 4.
- > Vulnerable pupils will be called daily or weekly – as identified by need - CP/EHCP/identified pupils, this will be done by DSL.
- > Emails received from parents, through the main school office email account, are to be checked between 9am and 4.30pm, Mon- Fri. Teachers should respond to pupil/parent emails within 24 hours.

If a class teacher is unwell and unable to lead remote learning for their class, then they will communicate this to their Year Group Team who will re-organise how to support their colleague by sharing remote learning responsibilities between them for the class of their colleague who is unwell.

## 2.4 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am-3pm and support teachers in the preparation of resources.

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:

- > liaising with class teachers to support planning and resourcing differentiated learning

## 2.5 Pupils and parents

Staff can expect pupils learning remotely to:

- > Be contactable during the school day – 9am-3pm although they may not always be in front of a device the entire time
- > 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 – if staff know of any resources they should point parents towards if they're struggling.

- Be respectful when making any complaints or concerns known to staff
- Be aware that teachers may call from personal phones if self-isolating due to a class bubble and this may come up as 'No Caller ID' on parents' phones.

## 2.6 Governing body

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 – Year Group Leader
- Issues with Behaviour – AHT/DHT/HT
- Issues with IT – Computing lead (Mr Trunkfield)
- Issues with their own workload or wellbeing – HT/DHT
- Concerns about safeguarding – DSLs

## 4. Data protection

### 4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- Teachers are able to access parent contact details via school office using a secure login on Arbor. Do not share any details with third parties.

### 4.2 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)
- 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 update
- Ensuring 'No caller ID' set up on their personal mobile phones if undertaking safeguarding calls from home to pupils in their class.

## 5. Safeguarding

Please refer to Child Protection and Safeguarding 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

- Behaviour policy
- Child protection policy and coronavirus addendum to our CP policy
- Data protection policy and privacy notices
- Home-school agreement
- IT and internet acceptable use policy

