



Bartley C of E Junior Remote Learning Policy

Name of Unit/Premises/Centre/School	Bartley CE Junior School
Date of Policy Issue/Review	November 2024
Name of Responsible Manager/Headteacher	Will Hodge (DH)
Date approved by Governors if statutory:	26.11.24

Our vision

We are committed to providing excellence everyday so each child can achieve, be happy and be successful in everything they do.

Our Christian values foster love for ourselves and each other.

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

2. Use of remote learning

All pupils should attend school, in line with our attendance policy.

We will consider providing remote education to pupils in circumstances when in-person attendance is either not possible or contrary to government guidance.

This might include:

- Occasions when we decide that opening our school is either:
 - Not possible to do safely
 - Contradictory to guidance from local or central government
- Occasions when individual pupils, for a limited duration, are unable to physically attend school but are able to continue learning, for example because they have an infectious illness

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8:30am-4:00pm on their contracted days. Part-time staff who cross over on a Wednesday would need to split as follows: 8:30am-12:15pm (morning) and 12:15pm-4:00pm (afternoon). Breaks and lunch time should be kept to as if on a normal school day. Teacher's PPA time should also be kept to the same day/time as normal where possible.

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.

The minimum expectation for learning across the day is 4 hours for all Key Stage 2 children.

When providing remote learning, teachers should:

- Provide pupils with access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to the learning of all learners
- Make reasonable adjustments for pupils with SEND to access remote education, where required, informed by relevant considerations including the support families will require and the types of services that pupils can access remotely

➤ *Scenario 1 – the whole class is working remotely*

- If well, the class teacher needs to ensure that everyone in their class has work provided for them. Generic learning can be given for the first 2 days of remote learning to give enough time for the teacher to prepare learning which falls into line with the learning which would be done in school.

- If more than one class in the year group is learning remotely, then work could be set by the teacher responsible for that curriculum area across all classes. In the case where a class teacher is sick, provision will be made by an alternative member of staff to ensure learning materials are available.
- Every child needs to receive remote learning for a daily English and Maths session. Reading and EGPS (English Grammar, Punctuation and Spelling) would be provided also. There would be an additional topic area included each day to ensure full coverage of the curriculum.
- Work set on Times Table Rockstars, the White Rose Maths Practice Journal, or other online/physical home learning tools (including Oak National Academy) could supplement the learning being set. This could also be used in the initial 2 days while the remote learning is arranged.
- This work should all be uploaded onto our online learning platform before 8:45am on each morning the class is working remotely.
- Year Leaders are responsible for coordinating with each class in their year group who are self-isolating to ensure that there is a consistency in approach and expectations.
- Children who do not have access to a device need to be identified using the lists made available for each class. Parents should be contacted and physical learning packs need to be created which match the remote learning as closely as possible. Workbooks/Textbooks can be sent home in these circumstances.
- There should be live sessions available every day for the class. These can be a mixture of live lessons and general check-ins/wellbeing meetings. Video recordings are also encouraged where a lesson does not have a live element so children are all clear about the expectations.
- Feedback can be given on completed work in line with our 'Marking and Feedback' policy. Honesty sheets should be provided wherever possible and feedback can take the form of written comments, symbols and voice recordings on our online learning platform. TAs should help with all feedback during their contracted times.
- If children are not attending the live sessions regularly and/or not submitting any work, contact should be made with parents to check they are ok and able to log on correctly. Contact can be in the form of phone calls or emails.
- Children should not be expected to complete work if they are unwell.
- When doing live lessons, please ensure that the school guidance has been shared and children/parents are clear about dress code, messaging, language etc.

➤ *Scenario 2 – individuals in a class are unable to come into school but are well enough to complete some learning.*

- As soon as the class teacher is made aware of their absence, contact should have been made to ensure they are set up on our online learning platform. The office will ask this and will let you know if they are not able to get on.
- The child will be expected to engage with online learning which reflects the learning going on in class.
- If it is suitable and the teacher and parents agree, the child could receive live lessons from the class teacher who is teaching the class in school. The camera should not be facing the children in class and the teacher could put the microphone on mute for the independent learning times. **This is not compulsory and is up to the individual teacher and parent/carer's discretion.**

➤ *Scenario 3 – the class teacher is well but is needing to work remotely*

- Arrangements to cover the class in the teacher's absence will have been made. In some circumstances, if this is not possible, this could involve a non-qualified teaching member of staff (e.g. HLTA or TA) being the lead adult in the class for the period of absence. The class teacher will be expected to be streamed online via video conferencing technology (e.g. Microsoft Teams) to help

deliver the planned lessons remotely. They will also be on hand throughout the day via video link so the covering member of staff can be directed and appropriate support can be directed to children who require it.

- All planning will be provided by the class teacher to the covering staff member on a daily basis. The covering staff member should hopefully have time to provide feedback to the class during the sessions and extra adult supervision will be directed towards the class to ensure this can be done in the school day.
- The Year Leader – or if they are absent then DH – will be responsible for managing the class in the school to ensure learning and behaviour is consistent with normal expectations and so the covering member of staff feels fully supported and clear on what the expectations are each day.
- The YL/DH will be responsible for ensuring that break/lunch cover is arranged in the absence of the class teacher.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours. Breaks and lunch times should be kept to as if on a normal school 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. If amendments need to be made in terms of their normal working hours (i.e. a TA needs to care for a dependent during normal school hours) flexible arrangements could be made on a case by case basis. If no arrangements can be made, then the normal absence procedure would be put in place.

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

➤ Supporting pupils who are not in school with learning remotely – including:

- Writing/leaving feedback on our online learning platform
- Contacting pupils who are not engaging with remote learning
- Attending live lessons to support the class teacher
- Providing live 1:1 or small group sessions for children as directed by the class teacher and if they have the technology at home to do this

If teaching assistants are in school but their assigned class are working remotely, they will be re-directed to support elsewhere in the school for the duration of the isolation period. They may also be asked to provide feedback on our online learning platform during their school hours as directed by the Year Leader/ SENCO / DH.

3.3 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – WH (DH) will be leading this
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and asking feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

3.5 Designated safeguarding lead

The DSL is responsible for ensuring any concerns raised via the remote learning platform, live lessons or through a lack of contact with the child/parent is followed up using our school's safeguarding procedures. There is an addendum on the Child Protection Policy referring to remote learning in response to Covid-19.

3.6 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- Be respectful when making any complaints or concerns known to staff

3.7 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

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 class teacher, subject lead or SENCO
- Issues with behaviour – talk to the relevant class teacher or Year Leader
- Issues with IT – talk to Harraps or the school's Computing Coordinator
- 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

5. Data protection

5.1 Accessing personal data

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

- Access using the remote key and, on the school's, shared network.
- Use their school laptop if they have one. TAs should not need to access personal data.

5.2 Processing personal data

Staff members may need to collect and/or share personal data such as (e.g., email addresses or phone numbers) 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.

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 refer to the Safeguarding Policy and KCSiE document.

7. Monitoring arrangements

This policy will be reviewed by the Deputy Head. At every review, it will be approved by the FGB.

8. 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