Remote Learning Policy

Reviewed by: T Ward January 2021

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Executive Headteacher: T Ward

Chair of Governors: P. Gibbons

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. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9 am and 3.30pm, relative to their contracted 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 using the normal absence procedure.

This is an outline of how remote learning will work within the Federation. Teachers and subject leaders will add lessons and suggestions to emails to families at appropriate times and this may also include hard copies to those families, based on the current learning children would be accessing if they were in school. It is designed so that individual year groups can access activities appropriate to their age and learning stage.

Teachers will respond to class emails or messages left at the office from a parent about any specific activities the child is struggling with or need any questions answered. Responses will be sent when the teacher is not teaching children who are in school. Additionally, calls can be arranged for after the school day by booking a mutually convenient time with the school administrators.

When providing remote learning, teachers are responsible for:

Setting work:

- o This contains maths, reading, writing, phonics and/ or spelling activities, as well as a range of activities based on the theme for the term. This format is standardised across all classes and ensures children have access to a broad and balanced curriculum. It takes into consideration the mixed year groups within the classes across the Federation.

- o In line with DfE guidance, expected timetabled hours are:

- Key Stage 1: 3 hours a day, on average across the cohort, **with less for younger children** (Reception children)

- Key Stage 2: 4 hours a day

This time includes regular reading, spelling, handwriting and maths skills practice.

- o Work from home should be completed to the same standard as is expected in school. Children and parents should collate all home learning and it should be returned to school on reopening or scanned/photographed and sent in via email in response to teacher requests. This will be reviewed by the class teacher and kept on file.

- o Where appropriate, children with EHCPs will be provided with a specific range of activities that are tailored more directly to their educational or emotional needs. The SENDCO will support with this, as required.

- o If a child or bubble have to isolate then children will be provided with reading books, in the first instance. Suggested reading books, such as class readers, will be posted online. Children will be encouraged to read a variety of reading materials which they can also access from home. If the lockdown is for a greater length of time, parents would need to contact school to organise collection of further reading material, which would be managed in a careful and stringent manner, in line with Covid risk assessments.

- o All children are given exercise books from which to work in at home; this is to avoid the need to print out sheets. Weekly learning packs are also available for collection from school to complement the lessons shared online.

In the event of a prolonged period of Local or National Lockdown, resulting in the closure of a specific class, bubble or whole school, teachers will provide work for children at least weekly via email. If a closure is implemented over the weekend, this will be provided ASAP on Monday and by lunchtime at the latest.

Where individual children are absent due to self-isolation, but the rest of school is open for use as normal, class teachers will email parents with Home Learning for their child to complete. The activities provided will be closely matched to the activities that the children attending school will complete. Teachers should email work within 48 hours of the child's confirmed need for self-isolation or this pack can be hand delivered/posted if necessary.

Providing feedback on work:
- o Parents can email photos of children's work to class teachers using the class email addresses established in each school

- o Where appropriate, teachers can email back feedback or next steps

- o Teachers should reply to parental emails with 48 hours

- o Should a Local or National Lockdown result in the closure of school or specific bubble, teachers may also choose to provide short, written feedback emailed to the child/parent. This would be an effective way of addressing common mistakes/misunderstandings that may arise and could also be addressed weekly with the year group in the Zoom meeting (see below).

Keeping in touch with pupils who aren't in school and their parents during a National or Local Lockdown:
- o Each week teachers will provide at least a 15-minute online Zoom session for children from individual year groups to attend. This will focus upon the child's mental well-being, celebration of work completed and PSHE topics. This offers the opportunity to see the children and likewise the children see and hear from their teacher. If parents have issues to discuss separate phone calls can be arranged. For those families who have difficulty accessing the internet then these weekly meetings will be arranged by staff, in the form of a phone call.

- o Should a child and parent not attend a Zoom session, the class teacher or teaching assistant (directed by the class teacher) will make a welfare phone call and speak to the child.

o When Zoom calls are made the appropriate protocol is followed (see below).

Attending virtual meetings with staff:

o Teachers must attend online staff meetings via Zoom/Microsoft Teams if they fall within their contracted hours.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal 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 using the normal absence procedure.

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

o Supporting pupils who aren't in school with learning remotely when directed by the class teacher or SENDCO.

o Attending virtual meetings with teachers, parents and pupils.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

o Monitoring the work set by class teachers, as outlined above

o Supporting colleagues with home learning activities

o 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:

o Co-ordinating the remote learning approach across the school

o Monitoring the effectiveness of remote learning by reviewing the work set by teachers and parental feedback

o Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for maintaining contact, collating, passing on information and responding to any concerns and coordinates this responsibility with the Deputy DSL's across the Federation.

2.6 Pupils and parents

If parents/carers do not have internet access, then they should phone school asking us to get in touch so that a learning pack can be sent.

Staff can expect pupils learning remotely to:

o Be contactable during the school day – although consider they may not always be in front of a device the entire time

o Complete the home learning work set by the class teacher

o Seek help if they need it, from teachers or teaching assistants using the agreed methods of contact

Staff can expect parents with children learning remotely to:

- o Make the school aware if their child is sick or otherwise can't complete work

- o Seek help from the school if they need it

- o Be respectful when making any complaints or concerns known to staff

2.7 Governing board

The governing board is responsible for:

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

- o 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 – teachers in charge or subject leads.

Issues with behaviour – SENDCO/EHT

Issues with IT – school administrators then EHT

Issues with their own workload or wellbeing – EHT

Concerns about safeguarding – DSLs for their school

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will be able to access parent contact details from the administrator in each school. Do not share any details with third parties and ensure you log off after use. Ensure all personal email addresses are BCC'd in group emails.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as 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. If a member of staff needs to phone a parent using their own device, they must block their number by dialling 141 in front of the number they are ringing.

It is preferable that all Zoom calls with children are made in school unless the school is shut or staff are isolating.

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:

- o 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)

- o Making sure the device locks if left inactive for a period of time

- o Not sharing the device among family or friends

- o Installing antivirus and anti-spyware software

- o Keeping operating systems up to date – always install the latest updates

5. Safeguarding

Please see our updated Child Protection Policy Addendum.

Appropriate protocols must be adhered to for Zoom calls by staff, children and parents.

6. Monitoring arrangements

This policy will be reviewed by the Executive Head Teacher and the Governing Board.

7. Links with other policies

This policy is linked to our:

Behaviour policy

Child protection policy

Data protection policy and privacy notices

8. Protocols for Zoom meetings

In line with safeguarding guidance, the following information should be followed:

- o Conversations should take place in appropriate rooms e.g. kitchen, lounge, study and **not** in a bedroom
- o All participants should be appropriately dressed as they would be for a real-life face to face meeting
- o No conversations should be recorded
- o Ensure children/parents are in the waiting room 5 minutes before the arranged time and wait to be admitted to the meeting. Please be on time as the slot times are not flexible at all and will start/finish exactly on time
- o Make sure your **camera and microphone and volume are fully enabled** in your settings and that you have allowed the system to access them
- o If one party loses connection the member of staff will contact the parent/child to rearrange another appointment