Remote learning policy

Dove Bank Primary School

Approved by:	Sarah Pennelli	Date: 19.01.21
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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 8.45am and 3.30pm.

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 providing remote learning, teachers are responsible for:

> Setting work –

- o Teachers will provide work for their own class. In FS and Key Stage 1, approximately three hours of work per day will be provided (with less for younger children). In Key Stage 2, approximately four hours of work per day will be provided.

- o Any child who is self-isolating and is well will be expected to be provided with home learning.

  This will be set on a weekly basis and communicated via Tapestry (FS & Y1) and Class Dojo (Y2 to Y6) to parents/ carers.

- o Weekly home learning timetables will be provided by the teachers and published on Tapestry, Class Dojo and the OneDrives so that all children can start their home learning immediately on the first day they are absent. If a child does not have access to the technology needed, they will be provided with paper-based learning resources. These will be delivered where possible on day 1 of absence or collected.

- o The work set will match the learning that is happening in class as much as possible.

- o Teachers will identify the use of high-quality resources that match the normal classroom learning e.g., Power Maths, Cornerstones Curriculum, Monster Phonics, Phonics Play, BBC Bitesize and Oak Academy.

- o Teachers will pre-record their lessons and upload these to the class OneDrives.

- o The school has a consistent approach in how it communicates the learning as well as the nature of the learning.

- If the whole bubble is isolating or the school has a wider closure, then remote virtual learning via Microsoft teams will take place if the teacher is well and able to do so.
- Teachers are responsible for monitoring any online activity e.g. using Tapestry and Class Dojo as appropriate.
- Feedback will be provided at least twice a week by the teacher via Tapestry and Class Dojo and all work submitted will be acknowledged with a 'like'.
- Parents/cares will alert the teachers to any issues via Class Dojo, Tapestry or the class email address.

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

- Teachers will make contact on day 1 of a child's absence to ensure home learning is understood. This may be by phone, Tapestry or Class Dojo.
- Teachers will communicate a minimum of 2x weekly during a child's absence via phone, Tapestry or Class Dojo.
- Contact is expected to take place during normal working hours: 8:45-3:30.
- If teachers are aware that children are not completing the home learning, then they should add their concerns to CPOMS and alert The Headteacher or Deputy Headteacher.
- Teachers will complete weekly 'Wellbeing Trackers' to monitor the level of engagement and number of interactions with pupils and their parents,

> If teachers use Microsoft Teams to teach remotely or speak to children, parents/carers they will:

- Dress in clothing that is conducive to normal work attire as stipulated in the staff handbook.
- Be aware of being professional at all times and consider location, especially backgrounds and their environment and 'blur' or change their background if necessary.

2.2 Teaching support staff

When assisting with remote learning, teaching assistants must be available during their normal 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.

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

> Supporting pupils who aren't in school with learning remotely –

- If they are in a role where they are supporting a child due to SEND needs or other intervention needs, then they will be expected to support the teachers in resourcing appropriate home learning activities for the child.
- Under the direction of the class teacher, check in on the children's learning and/ or well-being. This can be done by phone or via Dojo / Tapestry.

> If teaching support staff use Microsoft Teams to teach remotely or speak to children, parents/carers they will:

- Dress in clothing that is conducive to normal work attire as stipulated in the staff handbook.
- Be aware of being professional at all times and consider location, especially backgrounds and their environment and 'blur' or change their background if necessary.

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 – 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

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school – the headteacher is responsible for coordinating the remote learning across the school

> Monitoring the effectiveness of remote learning – explain how they'll do this, such as through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

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

2.5 Designated safeguarding lead

The DSL is responsible for:

> Ensuring all children not at school who are subject to a child protection plan are phoned every other day or more regularly as needed

> Ensuring all children not at school who are subject to a Child in Need plan are contacted at least once every 3 days or more regularly as needed

> Ensuring all children not at school who are being supported by Early Help are contacted within the first 2 days of absence and thereafter every 4 days or more regularly as needed

> Ensuring all families where there may be concerns raised by teachers, other parents etc are contacted, supported and referred to Social Care in line with usual thresholds.

> Ensuring that regular contact is being made to those children and families where they may be knowledge of greater need e.g., due to past history, mental health of the family etc.

2.6 IT staff

IT 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 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

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 headteacher or deputy headteacher

> Issues with behaviour – talk to the headteacher, deputy Headteacher or SENDCo

> Issues with IT – talk to the Headteacher or deputy Headteacher who will contact Finch IT if the issue can't be resolved

> Issues with their own workload or wellbeing – talk to the headteacher or deputy headteacher

> Concerns about data protection – talk to the headteacher

> Concerns about safeguarding – talk to the DSL or one of the deputy DSLs

4. Data protection

4.1 Accessing personal data

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

> Use their laptop as provided by the school

> If working remotely to use the OneDrive to store and share information

> Only use agreed methods of communication e.g., phone, Tapestry, Class Dojo or Microsoft Teams when contacting parents.

> If in doubt always refer to the headteacher or deputy headteacher in their absence.

4.2 Processing personal data

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

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. Safeguarding

All staff have had recent safeguarding training (January 2021) and know to pass on any concerns via the electronic system CPOMS. If for some reason they are unable to access the system or it is an emergency staff should contact the headteacher or deputy headteacher immediately.

6. Monitoring arrangements

This policy will be reviewed in August 2021 and annually thereafter by the SLT. At every review, it will be approved by the Governing Body.

7. 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

> ICT and internet acceptable use policy

> Online safety policy

Appendix 1 - Teams Code of Conduct

To keep you and our staff safe it is crucial that we agree to a way of working which maintains two-way safeguards in the vastly different world we find ourselves in, from school to your home. We therefore ask that all parents and children participating in a TEAMS meeting read and adhere to the code of conduct below. By joining a TEAMS meeting, parents are confirming that they will follow the code of conduct and that parental consent has been given for their child's participation and for the recording. Please note that all sessions will be recorded for safeguarding purposes only.

Code of Conduct for TEAMS meetings
Despite being at home, a TEAMS meeting with a teacher is an extension of the classroom and children should conduct themselves in the same way we expect them to conduct themselves at school. There are some additional rules that children must follow to keep everyone safe online and to establish a positive environment for learning:
- Join only the meetings to which you have been invited by your teacher.
- Dress appropriately (as you would for a non-school uniform day – no pyjamas).
- Make sure you are in an appropriate, non-public area. Somewhere quiet, safe and free from distractions and with a plain background. The background should have no inappropriate objects or information visible. You may choose to use an appropriate virtual background.
- Be punctual, log on ready just before the start time.
- A parent or carer must be present throughout the whole of the live session. If a parent is not obviously present, teachers will ask children to get their parent or the meeting with be ended.
- Your child should 'mute' their microphone when not speaking during the session.
- To help keep parents, children and teachers safe, the meeting will be recorded and stored securely and in line with GDPR requirements. The recordings will be accessed only should a safeguarding concern arise and then under the direction of the Headteacher. In joining a meeting, you and your child are consenting to this.
- You must not record or take photos or screenshots of the meeting.

These rules are designed to help keep you safe online. If they are not followed, you may be asked to leave the meeting or the teacher may end the meeting. The content of the meeting will be logged and discussed in school.