Remote Learning Policy

Cestria Primary School

Approved by:	Lorraine Gowland	**Date:** November 2020
Last reviewed on:	November 2020	
Next review due by:	Annually	

1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the approach to remote learning for pupils

> 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 will be available between 8.30am-4pm.

(If they are 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 To individual children who may be self- isolating or a whole class bubble in isolation.

    Whole Class Bubble in isolation

- o The teacher will provide daily online lessons via Dojo including sharing face to face teaching and/or power point presentations and worksheets alongside providing links to online platforms and paper-based activities (including Maths/English text books and home learning journal). This will reflect a typical school day with English and Maths being taught daily along with foundation subjects.

    Individual child(ren) in isolation

- o The teacher will contact the child's parent at the end of the first day of isolation to agree a mutually convenient approach to remote learning – Dojo, paper pack, BBC Bitesize, Oak Academy, email etc. Every child is provided with a home learning journal which is to be used on Day 1 of isolation plus a Maths and English textbook.

- o day before (where possible) for whole class bubbles and individual children isolating.

- o Staff to use Class Dojo as the primary method of communication. The school website also provides additional resources and links to online platforms such as Oak Academy and BBC Bitesize.

- o Liaison with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work

> **Providing feedback on work:**

- o Completed work & feedback is shared via class Dojo.

> **Keeping in touch with pupils who are not in school and their parents/carers:**

- o Telephone call home is made by the class teacher on day 1 of isolation followed by a welfare call on day 3-4.

- o Dojo is used to provide daily communication between the teacher, child and parents.

- o Head and Deputy Headteacher contact details are shared with parents

- o Emails/responding to Dojo to be within working hours of 8.30-4pm. Any safeguarding issues are to be directed to the designated safeguarding lead in accordance with the school's safeguarding policy.
    - o Any complaints or concerns are to follow normal school policy.
- Attending virtual meetings with staff, parents and pupils:
    - o Dress code – smart/casual following the school's code of conduct
    - o Locations – staff to avoid areas with background noise, nothing inappropriate in the background

Teachers will use in school lessons to support remote learning eg. video lesson clip, record voice of child explaining, TA to record explanation etc.

When providing remote education using live streaming or pre-recorded videos, guidance from the National Cyber Security Centre (NCSC) on which video conference service is right for your school and using video conferencing services securely should be followed.

In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) includes platform-specific advice.

2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between 8.30-4pm.

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 supporting remote learning, teaching assistants are responsible for:

- Supporting pupils who are not in school with learning:
    - o pupils identified by teacher as needing support
    - o SEND and/or vulnerable children
    - o provide support in consultation with teacher
    - o Welfare phone calls to child and their parents, work and feedback shared via Class Dojo
- Attending virtual meetings with teachers, parents and pupils:
    - o Dress code - smart/casual following the school's code of conduct
    - o Locations e.g. avoid areas with background noise, nothing inappropriate in the background

2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children
- Consider how approaches to remote learning are integrated into the wider curriculum design
- 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 reasonable and age-appropriate
- Monitoring the work set by teachers in their subject – 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

> Understanding how approaches to remote learning are integrated into the wider curriculum design

> Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or using 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:

➢ See Safeguarding policy school website

2.6 IT staff / Computing lead

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> Helping staff and parents with any technical issues they may experience

> 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

> Complete work to the deadline set by teachers

> Seek help if they need it, from teachers or teaching assistants

> Alert teachers if they are unable 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 and timely when making any complaints or concerns known to staff

2.8 Governing body

The governing body is responsible for:

> Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design

> 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:

> Issues in setting work – relevant subject lead or SENDCO (P.Towers)

> Issues with behaviour – L.Gowland, N.Bentham, K,Robson, P.Towers (SEND)

> Issues with IT – J.Behenna, S. Darby

> Issues with their own workload or wellbeing – Head teacher or line manager

> Concerns about data protection – L.Gowland, N.Bentham

> Concerns about safeguarding – DSL – L.Gowland Deputy DSLs - N.Bentham, K,Robson, G.Duncan

4. Data protection

4.1 Accessing personal data

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

Through a secure cloud service or a server in the IT network using Class iPad

Acceptable Use Policy / Mobile Phone Policy – see school website

4.2 Processing personal data

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

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 5 minutes

> 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

Safeguarding Policy – available on school website

6. Monitoring arrangements

This policy will be reviewed annually by Lorraine Gowland (Headteacher) At every review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

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