



St. Margaret's C.E. Primary School

# Remote Learning Policy

Approved by: **The Governing Body** Date: **15<sup>th</sup> October 2020**

Last reviewed on: **14<sup>th</sup> October 2020**

Next review due by: **15<sup>th</sup> October 2021**

## **1. Aims**

This remote learning policy for staff, pupils and parents aims to:

- Ensure consistency in the approach to remote learning for pupils
- Set out our reasonable 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 working between 9am-4pm (if working from home). If in school, a work pack will be provided via Google Classrooms and a weekly phone call arranged.

(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 absence using the normal absence procedure.)

When providing remote learning, teachers are primarily responsible for:

- Setting work:
  - For the children in their class

#### **Whole school/ class isolation:**

##### **Years 1-6**

- Maths and English to be set daily, alongside one foundation subject per day (ensuring the whole curriculum is covered over a fortnight)
- Work is to be set on Google Classrooms by 5pm the previous day. Separate arrangements may be made where a particular family have no or limited internet access.
- If a particular family has no or limited access to the internet then a booklet of the week's work will be sent home and the teacher will contact the family once per week to check on the child's progress.
- Each morning and afternoon will begin with a timetabled 15 minute live video chat via Teams to go through the session's activities.
- 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 internet and/or to computers or electronic devices can still complete the work

##### **EYFS**

- Parents/ carers will receive instructions for written and play based learning activities which the teachers would like them to complete across all areas of learning.
- Work to be set on Google Classrooms by 5pm the previous day Separate arrangements may be made where a particular family have no or limited internet access.
- If a particular family has no or limited access to the internet and/or computers or electronic devices to complete the work then a booklet explaining the week's activities will be sent home and the teacher will make a weekly phone call to check on the child's progress.
- Each morning and afternoon will begin with a 15 minute live video chat via Teams to go through the session's activities.

- Liaison will take place 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

### **Individual self-isolation:**

#### **Years 1-6**

- Maths and English to be set daily, alongside one foundation subject per day (ensuring whole curriculum is covered over a fortnight)
- Work to be set on Google Classroom by 5pm the previous day (several days work may be uploaded at one time to maintain efficiency) Separate arrangements may be made where a particular family have no or limited internet access.
- A weekly phone call to be made to the particular family to maintain contact

#### **EYFS**

- Parents/ carers will receive instructions for written and play based learning activities which the teachers would like them to complete across all areas of learning.
- Work to be set on Google Classrooms by 5pm the previous day. Separate arrangements may be made where a particular family have no or limited internet access.
- A weekly phone call to be made to the particular family to maintain contact

#### **› Providing feedback on work:**

- Completed work to be shared on Google Classroom platform (photo of completed work to be uploaded if activity completed via a workbook)) Work from the morning should be uploaded by 1pm and afternoon work should be uploaded by 3.30pm.
- Feedback to be shared via Google Classroom platform. This will be personal to the particular pupil.
- If a particular family have limited or no internet access, work can be dropped off at school to be marked (following 48 hours quarantine) and returned. Verbal feedback can be given during weekly phone call.

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

- Class DoJo will be used as an informal medium to keep in touch with children, parents/ carers
- If teachers are in school, a weekly phone call will be made to any children self isolating
- If whole school/ class self isolating, each morning and afternoon will begin with a timetabled 15 minute live video chat via Teams .
- Emails/ messages from children, parents/ carers will be answered as soon as reasonably practicable during core working hours (9am-4pm).
- Any complaints or concerns about any aspect of remote working shared by parents and pupils should be shared with the Team Leader and/ or the Head Teacher– for any safeguarding concerns, refer to the section below

- Failure to engage with the teacher and/or complete work within a reasonable timescale may be treated as an unauthorised absence and therefore dealt with in line with the Attendance Policy.

➤ Attending virtual meetings with staff, parents and pupils should:

- Ensure that an appropriate dress code is followed (this does not have to be school uniform)
- Avoid areas with background noise where possible and place the microphone on mute if not speaking
- Ensure there is nothing inappropriate in the background

## 2.2 Teaching assistants

When supporting remote learning, teaching assistants shall be available between 9am and 4pm (pro rata according to contract)

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:

- adapting resources for children with SEN Support Plan/ EHCP
- supporting children by liaising with the family and making themselves available during prearranged times to support learning;
- provide feedback to the teacher about any specific support given for tasks
- providing catch up resources in liaison with the class teacher

➤ Attending virtual meetings with teachers, parents and pupils should:

- Follow the school dress code
- Avoid areas with background noise where possible and place the microphone on mute if not speaking
- Ensure there is 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 and implement any such changes in consultation with senior leadership team and governors (where appropriate)
- Consider how different 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 by holding 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 (Chloe Black, Helen Tait, Amy Bell, Katie Stoker)
  - Understanding how approaches to remote learning are integrated into the wider curriculum design
- Monitoring the effectiveness of remote learning – explain how this will be done, such as through regular meetings with teachers and subject leaders, reviewing work set or using feedback from pupils and parents
- Monitoring the security of the remote learning systems, including data protection and safeguarding (Chloe Black, Helen Tait)

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Please click on link to safeguarding roles and responsibilities:

<http://www.st-margarets.durham.sch.uk/wp-content/uploads/sites/247/2020/09/Appendix-1-Roles-Responsibilities-and-Entitlements.pdf>

## 2.6 IT staff / Computing lead

IT technician is 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

Computing Lead is responsible for:

- 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
- Promptly and courteously to make any complaints or concerns known to staff in order that they may be investigated and if necessary remedial action taken.

## **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
- › Issues with behaviour –relevant teacher or senior leader
- › Issues with IT –IT Technician /Computing lead
- › Issues with their own workload or wellbeing – Head teacher or Team Leader
- › Concerns about data protection –Data Protection Officer (Chloe Black)
- › Concerns about safeguarding –DSL (Helen Tait, Chloe Black)

## **4. Data protection**

### **4.1 Accessing personal data**

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

Explain:

- › How they can access the data, such as on a secure cloud service or a server in the IT network
- › Which devices they should use to access the data
- › Add links to Acceptable Use Policy / Mobile Phone Policy

### **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 electronic devices or email addresses

### **4.3 Keeping devices secure**

All staff members will take appropriate steps to ensure that data remains 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
- › Storing and accessing data only via the school's secure One Drive system
- › 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**

Children maximise their potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed multi-agency safeguarding arrangements, procedures and practices.

Please click on the link to our Keeping Children Safe in School Policy:

<http://www.st-margarets.durham.sch.uk/wp-content/uploads/sites/247/2020/09/Child-Protection-Policy-and-Procedures-2020-21-FINAL-DRAFT.pdf>

## **6. Monitoring arrangements**

This policy will be reviewed termly by Helen Tait (Head Teacher). At every review, it will be approved by the Curriculum and Achievement Committee of the 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