



Remote Learning Policy

Approved by:

[Name]

Date: [Date]

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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
 - 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 Weduc to parents/ carers
 - Weekly home learning sheets will be provided by the teachers and published on Weduc 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 (we are aware of who these children are) they will be provided with paper based learning resources. These will be delivered where possible on day 1 of absence or posted.
 - The work set will match the learning that is happening in class as much as possible.
 - Teachers will identify the use of high quality resources that match the normal classroom learning e.g. White Rose Maths, Lexia reading (Years 4-6), Times Tables rock stars, Mymaths, Phonics Play, BBC Bitesize and Oak Academy
 - 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 the reporting function on Lexia and monitoring their success on Mymaths and providing feedback via Weduc, Class Dojo or Tapestry as appropriate. If Microsoft teams is used for remote learning (if there is bubble closure/wider school closure) then children will submit work on Microsoft Team to the teacher.

- Feedback will be provided at least twice a week by the teacher via Weduc.
- Parents/cares will alert the teachers to any issues via Weduc or Class Dojo.
- 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, Class Dojo or Weduc message.
 - Teachers will communicate a minimum of 2x weekly during a child's absence via Weduc or phone.
 - 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 CPOM their concern and copy in The Headteacher and Deputy Headteacher.
- 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.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal contracted 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:

- Supporting pupils who aren't in school with learning
 - 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.
 - If they are in a role where intervention is provided either in reading, writing or maths or indeed in pastoral support then they will contact home via phone or Weduc to check in on the child's learning and/ or well-being.
 - They may also support the teacher in contacting the child's parents/carers to ensure that the child is learning this can be via phone, Weduc or Microsoft Teams.
- Supporting pupils not at school with pastoral support if it's their normal role.
- If teaching assistants 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

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

- › 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 or Deputy Headteacher will ensure that all staff are aware of how to support children and that children are able to access the learning
- › Monitoring the effectiveness of remote learning by asking for feedback from teachers, parents/carers and children on their return or after 2 weeks in the event of a whole school long term closure.
- › 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 through using our IT technician.
- › 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 (via their parents/carers), from teachers or teaching assistants
- › Alert teachers (via their parents/carers) 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

- › Issues in setting work – contact child's teacher or SENCO
- › Issues with behaviour – contact child's teacher, Deputy Headteacher or SENCO
- › Issues with Weduc – contact the school office
- › Issue with IT- contact your child's teacher
- › Issues with wellbeing – contact Deputy Headteacher or school office
- › Concerns about data protection – contact Headteacher
- › Concerns about safeguarding – contact Headteacher or Deputy Headteacher

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. Weduc, Microsoft Teams when contacting parents.
- › If in doubt always refer to the Headteacher or Deputy Headteacher in his 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
- Using a device off-site that has bit locker installed
- 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 (IT support)
- Keeping operating systems up to date – always install the latest updates (IT Support)

5. Safeguarding

All staff have had recent safeguarding training 9/2020 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 Head teacher or Deputy Headteacher immediately.

6. Monitoring arrangements

This policy will be reviewed annually 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 and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy
- Guidance on safer working practices for staff
- Code of Conduct