

# Kings Road CPS



## Remote Learning Policy (a blended approach)

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Approved by	Darren Morgan (Headteacher)
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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

#### 1.1 Purpose of plan

##### Section 1

This plan outlines the actions the school will take to provide remote learning under the following circumstances;

- Where a class or bubble need to self-isolate following a confirmed case of COVID-19
- Where more than one class or bubble across the school need to self-isolate following a confirmed case of COVID-19
- Where a National school closure takes place

##### Section 2

This plan also outlines the actions the school will take to ensure that pupils have access to remote learning in the following circumstances:

- They need to self-isolate (short term) for other reasons whilst their cohort is in school;  
eg. pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad, a pupil with Covid symptoms and awaiting a test result if they are well enough to learn from home;

### 2. Roles and responsibilities

#### Section 1

Teachers must be available between 9am and 3pm. 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 procedures via text or phone to the Headteacher before 7.30am. (See staff handbook). If it affects the completion of any work required, ensure that arrangements have been made with year group partners or phase leaders to ensure work is completed.

\*Please refer to the 'Working from Home policy' and 'Staff Handbook' for additional information.

## 2.1 Teachers

### Section 1

When providing remote learning for bubble or National closure, teachers are responsible for tasks such as:



#### Setting work:

- Creating a weekly timetable of work for their year group in liaison with year group partners. This must include subjects from across the curriculum and including maths and English
- Setting differentiated learning tasks including for SEND pupils. This may be in conjunction with the SENCO
- Setting a mixture of learning tasks which match your curriculum sequence as closely as possible including lessons that are both pre-recorded and live direct teaching time by the class teacher and other learning platforms eg. Oak Academy, White Rose, BBC etc and time for pupils to complete work independently
- Setting home learning using the weekly timetable and daily planning format given for a consistent approach and make available to parents each day by 9.30am for the current week during 'Rise and Shine' registration
- Setting work daily at 8am in order that pupils have meaningful and ambitious work each day in an appropriate range of subjects via Google Classroom (see planning frame for subjects to plan for including pastoral care and keeping active).



We expect that remote education (including remote teaching and independent work) will take children broadly the following number of hours each day:



Key stage 1 (infants including EYFS) – 3 hours a day on average across the cohort, with less for younger children



Key Stage 2 (juniors) – 4 hours a day

- Providing paper based resources that are meaningful and ambitious for those children that are unable to access online learning
- Working as a year group team to ensure the above work is planned and ready, including resources to be used
- Providing paper copies for those families that don't have access to online learning platforms and making this available for collection from the school in a timely manner
- Updating the remote learning platform with learning to be completed each day
- **Day one of closure** – signposting children via the learning platform (Google Classrooms) to high quality learning using platforms such as White Rose, Purple Mash, Oak Academy etc. This will allow teachers to prepare for day 2 of closure. Communicate Rise and Shine Registration for the following day and send the meeting link.
- **Day 2 onwards of closure** – Begin focused home learning using Google Classrooms enforcing the remote learning daily plan and weekly timetable to set the required work on the learning platform via 'Rise and Shine' registration, sharing the code of conduct for virtual meetings and the remote learning power point to set expectations and explain the learning process to both children and parents.



#### Providing feedback on work:

- Pupils can send their completed work to teachers via the remote learning platform. Teachers will explain which pieces of work should be returned
- Teachers should respond with feedback as soon as is reasonable but normally within 36hrs
- Teachers should provide immediate verbal feedback where appropriate eg. during small group tasks, feedback sessions etc
- Specific and more detailed feedback should be given on one piece of English and maths per week
- Other pieces of returned work should be acknowledged
- Specific feedback should aim to move learning forward
- Teachers should respond to any messages from parents/children within 36hrs
- Teachers 'quiet hours' on the learning platform will be between 3pm and 9am



### **Keeping in touch with pupils who aren't in school and their parents:**

- TA's to telephone parents of children that do not attend morning registration sessions from day 1 of remote learning to check that everything is ok and establish if they need support, encourage them to attend Rise and Shine sessions (Caller ID to be withheld, call in school hours, keep a log of the date and time of each call. Leave a message if there is no answer and say who you are in order to trace returned calls to the office.)
- If by day 3 of remote learning the child is still not engaging, contact the phase leader and escalate. This may result in a doorstep visit from the HT/DHT/Child & Family mentor.
- Teachers to ensure the TA makes a weekly phone call to support and monitor learning for all LAC children
- Information share with the DSL and child and family mentor where there are concerns for vulnerable pupils (CP, CIN, Early Help and LAC)
- TA's to escalate difficult to reach families with their phase leader
- 1:1 TA's to make daily contact with their pupil and family
- Teachers to be aware of who is accessing remote learning and pro-actively work with the family to remove barriers. Pupil engagement can be monitored via the remote learning platform. (Particular awareness to be on vulnerable groups including LAC)
- Teachers should respond to any messages from parents/children within 36 hours
- Any issues that are received by the TA or class teacher are to be dealt with professionally. If necessary, class teachers to contact the phase leader for further guidance and support
- Teachers to make daily contact with all pupils via the remote learning platform ('meet'). As per the daily structure for learning and at the times indicated
- Any contact must be polite and encouraging. Teachers and TA's must adhere to our safeguarding procedures and not give out any personal details (GDPR). Any concerns should be escalated swiftly to the phase leader
- We believe that our parents will be doing their best during this difficult time and will work productively with the family for the benefit of the child

## **Section 2**

When providing remote learning provision for children that need to self-isolate (short term) for other reasons whilst their cohort is in school eg. pupils who are abroad, and facing challenges to return due to COVID-19 travel restrictions, for the period they are abroad, a pupil with covid symptoms and

awaiting a test result if they are well enough to learn from home (this may be a longer postal test); teachers are responsible for:



### **Signposting work:**

- Where possible, providing online links and matching these signposts as closely as possible to the curriculum for their cohort in that current week of learning. This will be in the form of links to quality learning platforms such as; Oak Academy, White Rose, BBC etc. There is no expectation for pupils to return work in this instance.
- Other signposting using the school website for high quality education links in the following areas of the website menus; 'Teaching & Learning' menu; Homework, KR Virtual Library and Curriculum (year group learning pages – remote education), 'Remote Learning' menu; screen free activities.



### **Attending virtual meetings with staff, parents and pupils:**

- Staff must continue to adhere to all safeguarding policies and guidance within Keeping Children Safe in Education (KCSIE)
- Any concerns or questions regarding safeguarding must be reported to the Designated Safeguarding Lead (Headteacher)
- Sit against a neutral background
- Avoid virtual meetings from your bedroom (if that's not possible use a neutral background)
- Dress like you would for school (no pyjamas!)
- Double check that any other tabs you have open in your browser would be appropriate for a child to see, if they're sharing their screen
- Use professional language
- Ask pupils to be in a shared space in their house, not in their bedroom. No pyjamas for pupils either
- Parents asked to be mindful that other children will be able to see or hear anything in the background of their home
- Make parents aware virtual meetings may be recorded and that it is for school records only
- Teachers will go through the virtual meetings 'parent and pupil code of conduct for virtual meetings' on the first day of remote learning. All parents and pupils will be asked to follow this
- Cameras must be turned 'on' for all those attending the meeting

## **2.2 Teaching assistants**

### **Section 1**

Teaching assistants must be available between their contractual hours.

During this time they are expected to check work emails, engage with the virtual learning platform as and when required including for registration, make phone calls to parents, comment on pupils work, guide learning for some pupils and be available when called upon to attend school.

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 (inform the Headteacher).

\*Refer also to the Working from Home policy

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

## ➤ **Supporting pupils who aren't in school with learning remotely:**

- As directed by the class teacher or AHT for the phase
- As directed by the SENCO
- **Day 1 of remote learning** (not 'signposting' day)

Make telephone calls to parents of children that do not attend morning registration sessions to check that everything is ok from day 1 of remote learning and establish if they need support, encourage them to attend Rise and Shine sessions (Caller ID to be withheld, call in school hours, keep a log of the date and time of each call. Leave a message if there is no answer and say who you are in order to trace returned calls to the office.)

- **Day 2 of remote learning**

Follow up with a call on day 2 if there has been no contact or engagement at all from the child or parent. (A parent may choose for their child not to attend Rise and Shine registration but the child engages with all work. Whilst we would prefer them to attend registration and have encouraged it on day 1, we can't enforce it and it doesn't need to be followed up in this instance as long as they continue to engage with their learning. It would be good to try again at a later point to encourage attending the registration).

- **Day 3 of remote learning**

Escalate difficult to reach families with their phase leader by day 3 if they are still not engaging and no contact has been made at all. This may result in a doorstep visit from the HT/DHT/Jo W.

- 1:1 TA's to make daily contact with their pupil and family and report to the HT & SENCO
- Contact LAC children in their year group as designated by the phase leader once a week to keep in touch about learning and support where needed
- Information share with the class teacher and child and family mentor about LAC children
- Child and Family mentor will make a welfare phone call to the LAC family once a week

## ➤ **Attending virtual meetings with teachers, parents and pupils:**

- Sit against a neutral background
- Avoid virtual meetings from your bedroom (if that's not possible use a neutral background)
- Dress like you would for school (no pyjamas!)
- Use professional language

### **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
- Monitoring the remote work set by teachers in their subject and identifying if learning is progressive and curriculum sequenced
- 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 – SLT
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring the remote learning platform regularly - SLT
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – SLT and IT technician
- Responding to parents concerns if this has been escalated by the class teacher – SLT
- Responding to safeguarding concerns raised by the class teacher –SLT
- Information sharing with the DSL and child and family mentor where there are concerns for vulnerable pupils (CP,CIN, Early Help and LAC)

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, information sharing and responding to any safeguarding concerns.

See the COVID addendum in the Safeguarding policy.

## 2.6 IT staff

IT staff are responsible for supporting technical issues such as:

- Fixing issues with systems used to set and collect work (remote learning platform)
- Helping staff, pupils 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 hours of the 9.30am -3pm 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 or need support

Staff can expect parents with children learning remotely to:

- Make the class teacher aware if their child is sick or otherwise can't complete work
- Do their best to support their child/ren to complete remote learning set for them, including attending virtual meetings and registration on a daily basis and get in touch with the class teacher if this isn't possible for any reason
- Seek help from the school if they need it. Staff should refer parents to the remote learning platform to access the daily timetables and associated links for accessing learning
- Be respectful when making any 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 relevant AHT for your phase or SENCO
- Issues with behaviour – talk to the relevant AHT for your phase or SENCO
- Issues with IT – talk to our IT technician
- Issues with their own workload or wellbeing – talk to the AHT for your phase
- Concerns about data protection – talk to the data protection officer (Business Manager)
- Concerns about Safeguarding – talk to the DSL (Headteacher or Deputy Headteacher)

The Headteacher and Deputy Headteacher can also be contacted by phone at any time for safeguarding concerns

All staff can be contacted via their email address

## 4. Data protection

### 4.1 Accessing personal data

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

- Have access to CPOMS to record any parent contact or concerns about children, including safeguarding concerns, this is accessed via secure password. Ensure you log out after use. Do not allow access to the site to any third party.

- Teachers are able to access parent contact details via CPOMS and SIMS using a secure password. Do not share any details with third parties and ensure CPOMS and SIMS are logged off.
- SLT and the business team have the ability to locate personal details of families when required through securely accessing CPOMS and SIMS. SLT and the business team are not to share their access permissions with other members of staff.
- School laptops and Ipads are to be used when accessing any personal information about pupils.

## 4.2 Sharing personal data

Staff members may need to collect and/or share personal data such as; emails, phone numbers or addresses as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions.

While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online. Any personal data shared must be a password protected document and only shared with those staff members that are using the information required. Staff will keep all such personal data confidential and not leave hard copies exposed.

## 4.3 Keeping devices secure

Talk to your data protection officer (Business Manager) and IT technician for help or details for how to put these measures in place.

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

Refer to our Data Protection Policy for further information.

## 5. Safeguarding

### Covid 19 Pandemic

The effects of the Covid 19 pandemic have had far reaching consequences, especially on the way that schools function. In light of the way our setting has operated throughout the national lockdown and afterwards, an addendum to our Safeguarding and Child Protection Policy has been applied and will continue to be in place until such time as we return to business as usual. The addendum to the policy was written with regard for the UK Governments 'guidance for schools and colleges to support them keeping children safe, including online, during the coronavirus (COVID-19) outbreak'<sup>4</sup> and can be found in appendix 9 in this document.

\*Please refer to the full safeguarding policy for further information and associated addendum.

The policy is a staff compliance document and can also be found on our website.

## **6. Monitoring arrangements**

This policy will be reviewed as and when updates to remote learning are provided by the government by L Grimsley (Deputy Headteacher). At every review, it will be approved by D Morgan (Headteacher) and SLT.

## **7. Links with other policies**

This policy is linked to our:

- Staff Behaviour policy (code of conduct)
- Working from Home Policy
- Child protection policy
- Safeguarding policy and specific coronavirus addendum
- Keeping Children Safe in Education
- Data protection policy and privacy notices
- Home-school agreement
- Esafety and Acceptable use policy
- Staff Handbook

