Wyborne Primary School

Remote Learning Policy

Approved by: Wyborne Governing Body	**Date:** 17/11/2020
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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 are not 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

2.1i – Short term self-isolations (household is required to isolate due to child or family having symptoms or awaiting test results but feeling well. The rest of the school bubble are attending school as normal)

When providing learning in the instance of 2.1i, teachers must ensure that work/resources are uploaded to WEDUC. This may be subject to change but daily resources should be uploaded and available.

- **Setting of work**
  - Learning resources for Maths and English should be uploaded and dated. These resources should mirror the resources being used with the children in class as far as possible and differentiated as per usual.
  - Where extra resources are needed, such as class books, links to online excerpts/readings should be provided where possible.
  - For foundation subjects, relevant links should also be provided as appropriate e.g. links to Education City, BBC Bitesize etc.
- **Providing feedback on work**
  - Where pupils submit tasks to WEDUC, teachers will feedback when necessary either via the WEDUC messaging facility or when the pupil returns to school.
  - For some activities, answers may be shared via WEDUC for pupils to self-mark.
  - It is important to remember that the majority of children will still be in school and require the class teacher's immediate presence – therefore if feedback is relevant, it may not necessarily be immediate.

2.1ii – Longer term enforced isolations (where a whole bubble is not permitted to attend school or 'lockdown' with full/partial school closure)

When providing remote learning, teachers must be available during their normal working hours and pattern.

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. i.e. call Headteacher at 7:00am to explain reason for unavailability. The Headteacher or Deputy Headteacher will then place an announcement on WEDUC that the class teacher is unavailable that day and direct pupils as accordingly.

When providing remote learning, teachers are responsible for:

- **Setting of work**

- Creating weekly activities and tasks for their year group in liaison with their year group partner. This should include subjects from across the curriculum and reflect the learning that would otherwise be taking place in the classroom.
- There should be daily tasks set for Maths using the White Rose maths scheme. These should be differentiated as they are in class.
- English tasks should be uploaded to WEDUC following the sequence of learning that would be happening in school.
- All work should be uploaded and available on WEDUC by 9.30am each day
- Pupils who are unable to access learning remotely, those parents/carers need to inform the school office and class teacher and they will be supported individually.
- Where possible, any interventions provided in school, should continue (see 2.2 below)

Providing feedback on work

- Where appropriate, pupils will be encouraged to 'self-mark'.
- Where pupils submit tasks to WEDUC, teachers or teaching assistant.will feedback if necessary.
- Where pupils are working with hard copies, completed learning tasks can be returned to teachers for feedback.
- As far as possible, feedback should be in line with the school's 'Marking and Feedback' Policy and should not create a burdensome workload.

Keeping in touch with pupils and parents/carers in the case of 2.1i and 2.1ii

- A fortnightly phone call from the class teacher or another member of staff should be made to families, either from school or a withheld number, to 'check in' and any calls and concerns noted,
- There will be ongoing communication via WEDUC and parents/carers may also message teachers. Any emails or communication via WEDUC should be dealt with during the teacher's normal working hours and pattern.
- Any issues raised by parents/carers or pupils are to be dealt with by the class teacher in the first instance and the Headteacher or Senior Leader should be copied in the communication. If the issue is technical, the class teacher will also need to inform the school office. Teachers should always contact a member of Core SLT for advice when unsure how to respond to a communication or if a communication is in any way derogatory or abusive.
- We appreciate how difficult it can be for parents and carers to manage the learning of their children in the home environment, particularly those parents who are also trying to work from home themselves. Where pupils are not completing or engaging with either remote or hard copy learning, teachers should initially explore the reasons for this before attempting to agree a solution. Teachers should request advice from colleagues / SLT as needed.

Attending virtual meetings/live learning with staff, parents and pupils

- Staff and pupils must wear suitable clothing, as should anyone else in the household who may appear on the screen, inadvertently or otherwise.
- Any devices – laptops / tablets / phones being used for live learning, should be in appropriate areas, away from too much noise, not in bedrooms and against a neutral background where possible.

2.2a Class Teaching assistants

Teaching assistants must be available for their contracted daily hours and working pattern. During this time, they are expected to check work emails and be available when called upon. They should liaise with their class teacher/s regarding any other support that is needed.

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 by telephone call to the Headteacher by 8am, explaining their reason for absence.

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

- **Supporting pupils with learning remotely**
  - When requested by the class teacher
  - Continuing small group interventions for identified pupils – resourcing as needed.
- **Attending virtual meetings/ live learning with staff, parents and pupils**
  - Staff and pupils must wear suitable clothing, as should anyone else in the household who may appear on the screen, inadvertently or otherwise.
  - Any devices – laptops / tablets / phones being used for live learning, should be in appropriate areas, away from too much noise, not in bedrooms and against a neutral background where possible.

2.2b SEND/EALTeaching assistants (LSAs)

Teaching assistants must be available for their contracted daily hours and working pattern. During this time, they are expected to check work emails and be available when called upon, if there are children / pupils requiring additional support. They should liaise with the Inclusion Lead regarding any support that may be required.

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 by telephone call to the Inclusion Lead by 8am, explaining their reason for absence.

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

- **Supporting pupils with learning remotely**
  - Continuing small group interventions for identified pupils – resourcing as needed.
  - Continuing with targets for EHCP pupils – resourcing as needed.
- **Attending virtual meetings/live learning with staff, parents and pupils**
  - Staff and pupils must wear suitable clothing, as should anyone else in the household who may appear on the screen, inadvertently or otherwise.
  - Any devices – laptops / tablets / phones being used for live learning, should be in appropriate areas, away from too much noise, not in bedrooms and against a neutral background where possible.

2.3 Inclusion Lead

The Inclusion Lead is required to be available for work during their usual working hours and pattern.

The Inclusion Lead is responsible for:

- Line management of SEND / EAL Teaching Assistants
- Liaising with class teachers to ensure that appropriate and consistent learning tasks are being provided to SEND pupils
- Ensuring provision for EHCP pupils is in line with their Education and Health Care Plan.

- Supporting SEND/EAL TA's with remote learning activities and interventions.
- Monitoring any live learning sessions provided.

2.4 Senior leaders

- Headteacher , Deputy Headteacher and Phase Leaders- monitoring the effectiveness of remote learning through fortnightly virtual Senior Leadership Team meetings
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL/Deputy DSL/FSW is responsible for:

Maintaining contact with vulnerable families or families with GCS involvement, collating and passing on any information and responding to any concerns.

2.6 IT support staff

IT support staff are responsible for:

- Fixing hardware and providing technical support as needed – Will Irvine, Tracey Morris
- Helping staff and parents with any general technical issues they're experiencing with WEDUC
- 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 where possible

2.7 Pupils and parents

Staff working remotely can expect pupils learning remotely to:

- Be contactable during the school day from 9am – 3pm, although 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 are 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 cannot complete work
- Seek help from the school if they need it – parents should look at their child's WEDUC for learning activities and links to useful websites
- 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 relevant subject lead or Inclusion Leader
- Issues with behaviour – talk to HT or DHT
- Issues with IT – talk to IT support staff
- Issues with their own workload or wellbeing – talk to HT
- Concerns about data protection – talk to School Business Manager and IT Support Staff who will contact the data protection officer Judicium
- Concerns about safeguarding – talk to the designated DSL/Deputy DSL

4. Data protection

4.1 Accessing personal data

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

- Wherever possible, use school laptops and iPads, which should be used when accessing any personal information on pupils.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals will not 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. This is only guaranteed if it is a device we have built for staff using our Windows 10 template, not personal devices.
- Making sure the device locks if left inactive for a period of time. This is only guaranteed if it is a device we have built for staff using our Windows 10 template, not personal devices.
- Not sharing the device among family or friends. Staff have been asked not to do this.
- Installing antivirus and anti-spyware software. This is only guaranteed if it is a device we have built for staff using our Windows 10 template, not personal devices.
- Keeping operating systems up to date – always install the latest updates. Our Windows 10 template includes automatic deployment of Windows 10 updates but only when connected to the school network.

5. Safeguarding

Please see the updated Child Protection and Safeguarding Policy including the COVID-19 addendum, which can be found in the COVID September 2020 folder on the staff shared area.

6. Monitoring arrangements

This policy will be reviewed in line with Government updates to remote learning by James Searjeant (HT). After each review, it will be approved by the Chair and Vice Chair of Governors.

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
- Teaching and Learning Policy
- Marking and Feedback Policy