Community † Compassion † Wisdom

Remote Learning Policy

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Approved by governors:	Delegated to HT		
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Contents

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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

Roles and responsibilities may vary depending on whether the teacher is solely dedicated to working remotely, or whether they are also teaching pupils in school.

If teachers are working from home to provide remote learning, they must be available between 8:35am and 3:10pm. 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.

If the teacher is working with pupils in school alongside providing home learning, they may not be contactable during the teaching time within the school day due to their teaching commitments to pupils in school.

When providing remote learning, teachers are responsible for:

> Setting work:

- o We are using Google for Education, including Google Classroom to set work for pupils.

- o Meaningful and ambitious work will be provided for all pupils within class, including any with children with SEND.

- o Teachers will teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject

- o The amount of work provided will reflect the lessons taught in a school day. Each day there will be English, Maths and Phonics/Grammar/Spelling work. In addition, there will be work from one or two other subjects including PE, Science, History, Geography, Art, Design and Technology, French, RE, PSHE, Music and Computing.

- o The weekly work will be outlined in a 'weekly schedule'.

- The detailed assignments for each day will be available by 8:30am in the morning.

- In Mathematics, we use the White Rose Maths Scheme and resources, including the workbooks which will be sent home to avoid the need for printing worksheets at home. There are videos and PowerPoints included in the scheme which will be provided for pupils. If additional teaching videos are required, they will be recorded by school staff and uploaded.

- In English (including reading, writing, phonics and grammar) school staff will record teaching videos or use externals produced high quality resources such as Oak Academy. There will be daily video content for English.

- In all other curriculum area, staff will use a mixture of externally produced high-quality curriculum resources and video and resources created by school staff.

- As a school, we subscribe to Readiwriter (a spelling resource) and Mathletics and Times Table Rock Stars (maths resources). Teachers also set work for pupils on these platforms.

> Providing feedback on work:

- Teacher will provide daily feedback on pupil work using Google Classroom. To do this, the work needs to be 'turned in' daily using Google Classroom. Each 'assignment' will be set with a 'due date'.

- Teachers require the work to be 'turned in' to enable them to gauge how well pupils are progressing through the curriculum so that future lessons can be planned.

- Teachers will contact parents via DOJO messenger if they are concerned about the quality or quantity of a pupil's work.

> Keeping in touch with pupils and parents:

- Teachers will keep in touch with pupils through Google Meets.

- Teachers will add Google Meets to pupil calendars with at least 24 hours notice.

- All children will be taught 'live' via Google Meet at points during the week. Live teaching will take place in groups, rather than whole classes.

- Parents will be able to contact teachers via DOJO throughout their working days.

- If parents or pupils have concerns (excluding safeguarding concerns), they should be addressed in line with usual school practices. Both the Headteacher and Deputy Headteacher will be available to offer advice. For safeguarding concerns, contact the DSL.

- If pupils are failing to complete work, teachers will contact parents and offer additional support, for example the pupil could receive additional 1:1 or small group live teaching from the teacher or TA.

> Attending virtual meetings with staff, parents and pupils as appropriate, for example weekly staff meetings and termly parent meetings.

2.2 Teaching assistants

Roles and responsibilities may vary depending on whether the teaching assistant is solely dedicated to working remotely, or whether they are also working with pupils in school.

If teaching assistants are working from home to provide remote learning, they must be available between their usual 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.

If the teaching assistant is working with pupils in school alongside providing home learning, they may not be contactable during the teaching time within the school day due to their commitments to pupils in school.

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

> Aiding teachers with the administration tasks involved in setting work. For example:

  o Uploading resources selected by the teacher.

  o Monitoring Readiwriter, Mathletics and Times Table Rock Stars.

> Providing feedback on work

  o Teaching assistants, under the direction of the class teacher, will respond to 'turned in' work on Google Classroom.

> Keeping in touch with pupils and parents:

  o TAs will keep in touch with pupils through Google Meets.

  o TAs will add Google Meets to pupil calendars with at least 24 hours notice.

  o TAs will support children in small groups or 1:1.

  o If parents or pupils have concerns (excluding safeguarding concerns), they should be addressed in line with usual school practices. Both the Headteacher and Deputy Headteacher will be available to offer advice. For safeguarding concerns, contact the DSL.

  o TAs who would usually support a child with an EHCP will make daily contact via Google Meets.

> Attending virtual meetings with teachers, parents and pupils:

  o For example, weekly staff meetings

The above outlines our approach if the whole class are isolating. If the teaching assistant will also be working in school, they will not be contactable during the teaching time within the school day due to their commitments to pupils in school.

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, and deadlines are being set an appropriate distance away from each other

> Monitoring the remote work set by teachers in their subject, such as reviewing work set

> Alerting teachers to resources they can use to teach their subject remotely

> The SENCO has responsibility monitoring remote learning for children with EHCPs across the school

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Co-ordinating the remote learning approach across the school

> Monitoring the effectiveness of remote learning, such as through regular meetings with teachers and subject leaders, reviewing work set or asking for feedback from pupils and parents

> Monitoring the security of remote learning systems, including data protection and safeguarding considerations

> Coordinating whole school activities

> Delivering a weekly whole school collective worship assembly

2.5 Designated safeguarding lead

The DSL continues with their normal responsibilities. See Safeguarding and Child Protection Policy.

2.6 123ICT staff

IT staff are responsible for:

> Fixing issues with systems used to set and collect work

> 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, from teachers or teaching assistants

> Alert teachers 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

> 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 Headteacher, relevant subject lead or SENCO

> Issues with behaviour – talk to the Headteacher or Deputy Headteacher

> Issues with IT – talk to 123ICT staff

> Issues with their own workload or wellbeing – talk to the Headteacher

> Concerns about data protection – talk to the data protection officer

> Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

> Access the data, via 'One Drive', 'Google Drive' and 'Integris'.

> Data should be accessed from school devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers and email addresses 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

> 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

Please see the Safeguarding and Child Protection Policy and the COVID-19 addendum.

6. Monitoring arrangements

This policy will be reviewed as necessary by the Headteacher.

Summary of provision in each subject area.

We are using Google for Education, including Google Classroom to set work for pupils.

Subject Area	Frequency	Content
Maths Lessons	Daily	We are using the White Rose Maths Scheme and resources. Workbooks replace the previously used worksheets. They will be sent home to avoid the need for printing at home. There are videos and PowerPoints included in the scheme which will be provided for pupils. If additional teaching videos are required, they will be recorded by school staff and uploaded. Work will also be set on Mathletics and Times Table Rock Stars.
Phonics (KS1) or Grammar and Spelling (KS2) Lessons	Daily	We follow the Letters and Sounds programme for teaching phonics. Teaching videos will be provided. A daily spelling/grammar task will be set for KS2. Teaching videos will be provided for new content. Children in UKS2 will be provided with a workbook. Readiwriter will be used for spelling.
Writing or Reading Lessons	Daily	Reading KS2- Class shared reading lessons will take place through video or audio recordings. Children will then be expected to answer reading comprehension questions. KS1- Guided reading lessons will take place in small groups via Google Meet. Writing Children should continue writing at length, including writing on lined paper in the exercise books provided. School staff will record teaching videos or use externals produced high quality resources such as Oak Academy.
Handwriting Lessons	At least twice a week	We are using the 'Letter-join' handwriting scheme.
PE Lessons	Twice a week	Staff will reference externally produced high-quality resources.
French Lessons (KS2 only)	Once a week	Lessons will be taken from the 'Salut' scheme.
Computing, Science, History, Geography, Art, Design and Technology, French, RE, PSHE Lessons	Varies	Staff will use a mixture of externally produced high-quality curriculum resources and video and resources created by school staff.