Long Whatton C of E Primary Remote learning policy



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1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection
- Reflect the school's commitment to the UN Conventions of the rights of the child specifically article 28, 29 and 31.

2. Roles and responsibilities

In the event of a part or full school closure the school will revert to remote learning via the Google suite.

2.1 Teachers

Teachers must be available between 8.45am 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 procedures set out in the staff absence policy.

Teachers are responsible for:

2.1 Setting work

- Setting up a remote learning timetable for their class. This is to include a mixture of face to face remote learning sessions through the 'Google Meet' app and additional activities set within the 'Google Classroom', appropriate to the age range you are teaching.
- Following the class timetable and planning and delivering lessons via either face to face remote learning sessions or activities set within the Google Classroom. (All timetables must be agreed by the Headteacher). Lessons will be pre-recorded.
- Following school long term plan and subject progression maps
- Adjustments to be made for any children not able to access technology e.g. lending out school laptop/Chromebook with form filled in or work packs created.
- A 5 day pre planned timetable with work ready to be scheduled needs to be in place in the event of a local lockdown or bubble closure with limited notice.
- Ensure that the Headteacher have been invited into your classroom. They can then support you and help answer any parental curriculum enquiries. The Headteacher will also monitor the learning content.
- Following the 'remote learning session' teacher protocols when delivering remote learning sessions.

- Timetable to be shared on Google classroom and expectation is lessons uploaded will follow the in school pattern.

    - All children to be given an exercise book / textbooks required for home learning to take home
    - Work to be loaded to Google classroom each evening. This will take the form of PowerPoints / slides etc., videos and planning. They will follow the school timetable as closely as possible.
    - Work will be marked each day and feedback given.
    - Collective worship to be uploaded onto google classroom
    - Teachers can deliver lessons from home.
    - Remember to ensure that you are wearing professional dress for remote learning sessions and that you are working with a neutral background behind you. If working from home best endeavours are needed to ensure any dependants are not on the lessons and personal information are not given out
    - One to one remote sessions must be discussed and approved by the Headteacher to assess any risks. This could be required, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND). Helpful solutions may involve including a parent or additional staff member on the call.
    - If emailing parents, please ensure that you use the BCC option through the school office.
    - We must continue to follow the GDPR rules and keep personal information private and secure.
    - Ensure school class email accounts are used for all correspondence.
    - All emails received from parents should be answered during work hours via the school office email.
    - Any concerns or complaints must be shared with the Headteacher who will advise how to respond.
    - For safeguarding concerns see the safeguarding addendum attached to the Child Protection and Safeguarding Policy and relevant sections below.

Keeping in touch with pupils and parents:

Weekly certificates via Google classroom

- Phone call home once a week to vulnerable pupils and to parents of children not accessing the online work.
- If emailing parents, please ensure that you use the BCC option via school office email.
- Monthly home visits to check any child not in contact or completing work or safeguarding concerns.
- Emails received in the class email from parents and pupils are to be checked between 9am and 3.30pm, Mon- Fri.
- Emails must be replied to within 48hrs. Only send replies between these times.

Anyone can respond to class enquiries it does not have to be the actual class teacher.

Any issues that are received are to be dealt with professionally by the class teacher and the Headteacher should be Bcc'd into the communication via the office email.

Record all contacts with parents on CPOMs and add any relevant actions.

Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.'

If there is a safeguarding concern alert DLS.

- Contact should be polite and encouraging.

- Teachers must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to Headteacher who may choose to contact the parents directly.

- There is the expectation from school that the majority of work must be completed at this time. We believe our parents will be doing their best. However, there is an expectation most work is completed and Headteacher needs to be alerted quickly to follow up with any children not engaging.

- Attend organised virtual meetings with staff, parents and pupils- Headteacher should always be informed of the reason and when.

2.2 Teaching assistants

Teaching assistants must be available during their working hours. During this time, they are expected to check work emails 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely:
  - When requested by the SENCO or by class teacher
  - Contacting 1:1 children daily by google classroom/ email and phone once a week
  - Record all contacts with parents on CPOMs and add any relevant actions.
  - Example CPOMS comment 'Telephoned Mum offered support during home learning and I spoke with child who is getting on well. No concerns.'
  - If there is a safeguarding concern alert DLS.
  - Contact should be polite and encouraging.

All staff must adhere to the email policy and not give out any personal details. Any concerns should be forwarded to Headteacher who may choose to contact the parents directly.

- Making resources as directed
- Attending virtual meetings with teachers, parents and pupils:
- At present we have not established virtual meetings
- Wearing professional dress for remote learning sessions and that you are working with a neutral background behind you. If working from home best endeavours are needed to ensure any dependants are not on the lessons and personal information are not given out.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, subject leads are responsible for:

- Monitoring the work set by teachers in their subject – Review work set weekly
- Review your current subject in the light of home learning during the summer term. Evaluate what changes may need to be made

2.4 Headteacher is responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning – reviewing work set by teachers weekly, monitoring email correspondence between parents and teachers
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL will follow the guidelines set out in the addendum to the School's Child Protection and Safeguarding policy

The Designated Safeguarding Lead is: Sara Gray

The Deputy Designated Safeguarding Lead is: Penny Plummer

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

2.6 Online Safety Coordinator- Sara Gray

Jake Tilson (ICTIC support) will be on hand to support both staff, parents and pupils with remote learning.

- Helping staff and parents with any technical issues they're experiencing.
- Reviewing the security of systems and flagging any data protection breaches to the data protection officer.
- Assisting pupils and parents with accessing the internet or devices.

2.7. Office

Office will be responsible for:

- Ensuring laptop/Chromebook agreements have been signed by both parents, pupils and staff.
- Emailing regular online safety messages to parents/carers to reinforce the importance of children staying safe online.
- Help staff keep website, google classroom up to date

2.8 Pupils and parents

Staff can expect pupils to:

- Take part in the remote learning sessions provided by the class teacher.
- Complete work within the Google Classroom to the deadline set by teachers.
- Seek help if they need it, from teachers.
- Alert teachers if they're not able to complete work.
- Be contactable during the hours of the school day 8.45am – 3.10pm – although they may not always be in front of a device the entire time

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work.
- Ensure children are making strong efforts to complete the work set
- Seek help from the school if they need it.
- Be respectful when making any complaints or concerns known to staff.
- Ensure the children contactable during the hours of the school day 8.45am – 3.10pm – although they may not always be in front of a device the entire time

2.9 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 systems are appropriately secure, for both data protection and safeguarding reasons

3 Who to contact

If staff have any questions or concerns, they should contact the following individuals:

Issues in setting work – talk to the relevant subject lead/SENDCO/Headteacher

- Issues with behaviour – talk to the Headteacher
- Issues with IT – talk ICTC support
- Issues with their own workload or wellbeing – talk to Headteacher
- Concerns about data protection – talk to the data protection officer- ask S Gray for details
- Concerns about safeguarding – talk to the DSL

All staff can be contacted via the school email addresses

4 Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure you log out after use. Do not allow access to the site to any third party.
- SLT have the ability to locate personal details of families when required through securely accessing egress.
- School laptops and Chromebooks are the school's preferred devices to be used when accessing any personal information on pupils.

4.2 Sharing 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. 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.

4.3 Keeping devices secure

These tips are based on the article on GDPR and remote learning. Talk to the data protection officer for more help, and ICTC staff for more details

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 following for updates concerning safeguarding in relation to home learning.

COVID-19 amendments to the Child Protection Policy this also details reference to remote learning curriculum and risks online.

This policy is available on our website.

6 Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by S Gray

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
- ICT and internet acceptable use policy
- Online safety policy
- Contingency plan

Government Expectations:

For individuals or groups of self-isolating pupils, remote education plans should be in place. These should meet the same expectations as those for any pupils who cannot yet attend school at all due to coronavirus (COVID-19). See section on remote education support.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. Schools will also need a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other pupils.

Remote education support
Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- 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
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.