



Remote Learning Policy

Document history

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1. Aims

This remote learning policy for staff aims to:

- › Ensure high quality and 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

This policy applies when whole classes and year groups (and, in exceptional circumstances, the whole school) are required to self-isolate. Where individual pupils within a class are required to self-isolate we have alternative arrangements, these are covered in section 2.2.

2.1 Roles and responsibilities when a bubble/multiple bubbles or whole school are self-isolating

Contingency Staffing Plan – see appendix 1

2.1.1 Teachers

When providing remote learning due to a whole class or year group being required to self-isolate (or in exceptional circumstances where the school is closed to all pupils), teachers must be available between 8.30am and 3.30pm Monday to Friday or for part time staff for those days/hours which they would normally work. (Teachers are still working to their normal contracts ie. 1265 hours still applies).

If teachers 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.

When providing remote learning, teachers are responsible for:

- Setting work; our minimum expectations are that:
 - All work is to be set on Google Classroom or assigned to individual pupils via Purple Mash, My Maths or Busy Things in order to enable teachers to review/mark work that has been completed. Direct teaching is to take place via Google Meet.
 - They will set work for all pupils who are normally in their class or in their year group if the parallel class teacher is unwell (in exceptional circumstances it may be necessary to ask teachers to take responsibility for an alternative class or year group).
 - Pupils in EYFS will have one direct online teaching session each day at the start of the afternoon.
 - For KS 1 and 2 there must be an online registration session for the class/year group in the morning each day via Google Meet. This session must also include direct teaching input for the core curriculum appropriate to the year group eg. a phonics session for year 1 or a CLIC session. The children must be active participants in this session, teachers are expected to utilise PowerPoints and flipcharts via screen sharing. During this session the teacher must also

explain to the children the work they are required to complete for the rest of the day. *(NB.A timetable will be put into place for this session to ensure that year groups do not clash should more than one bubble be isolating. We will also ensure these do not clash with school drop off or pick up times).*

- There must be a feedback session each afternoon for each KS1 or KS2 class via Google Meet during which work will be reviewed, misconceptions addressed and feedback given. The opportunity to undertake a class teaching activity for the Creative Learning Journey (CLJ) must also be taken *(NB.A timetable will be put into place for this session to ensure that year groups do not clash should more than one bubble be isolating. We will also ensure these do not clash with school drop off or pick up times).*
 - Time between, before and after these two sessions should be used prepare and upload work ready for the following day, including one pre-recorded teaching session, where maths has been taught during the morning registration session this should be an English lesson and vice versa.
 - All children will be set a daily maths task, English task, reading task and 1-2 tasks for Foundation Subjects.
 - For appropriate year groups all pupils will be set weekly spellings and timetables to learn
 - PE support will be provided for all children via Get Set 4 PE
 - All children will be provided with a daily timetable (see example in appendix 2)
 - Links to external websites will be provided to support parents/carers and children, particularly for Foundation Subjects if direct teaching has not been possible. All support materials (eg. PowerPoints) will be attached to each assignment set.
 - Teachers must be available for a specified hour each day to answer questions from pupils/parents/carers via e-mail.
 - All resources for pupils for the day must be uploaded into google classroom before the registration period in the morning. (See appendix 3 for an example of how to organise tasks on Google Classroom).
 - Live teaching sessions must be recorded and uploaded into the relevant assignments on Google Classroom.
 - Wherever possible we will ensure that children are able to borrow a suitable device from school to access remote learning if they do not have one at home or in circumstances where siblings may need to share.
 - All work set will follow the planned curriculum for that class/year group as far as is possible. Where subjects cannot be successfully taught remotely (eg. science where specific equipment is needed) plans should be adapted and any missed lessons should be taught face to face on return to school.
- Providing feedback on work:
 - Teachers will explain to pupils how each piece of work should be submitted either via Google Classroom, Purple Mash or My Maths. For some work teachers may ask for hard copies to be available to share during the afternoon Google Meet session eg. handwriting, however staff must take into account what it is reasonable to expect families to have available in terms of paper and other resources.
 - All work submitted online must be marked online and returned to pupils; at least one piece each day must be returned with written feedback.
 - Pupils could also be asked to photograph work and upload the work onto a Google Classroom assignment. In general staff should not be asking pupils to return work by email.
 - Keeping in touch with pupils who aren't in school and their parents/carers:

- Teachers must record which children attend their live sessions each day. These must be e-mailed to Jo Hilton by 4pm each Friday.
- Teachers must record children who are not completing/handling in online learning, teachers should discuss this with individual children and should make contact with parents/carers if matters are not resolved quickly.
- Teachers should communicate daily with pupils/parents/carers on class emails and google stream where appropriate.
- As a minimum teachers will respond to emails from parents/carers and pupils during a specified hour each day. They may answer e-mails outside of this time where appropriate but not outside of normal working hours.
- If a complaint is made by a parent/carer, teachers should inform their line manager and seek advice as soon as possible. It would normally be expected that the member of staff would contact the parent/carer via Google Meet to discuss their concern, the meeting should be recorded. (Everyday queries should be answered via e-mail if that is how they are raised).
- For any safeguarding concerns, teachers must refer to the section below
- Pupils should all be reminded that our expectations of Ready, Respectful, Safe apply to remote learning as well as in school. Where a child is displaying behavioural issues which are disrupting an online session teachers should follow the school's usual procedures to re-engage the child. If this is unsuccessful teachers are able to remove the child from the online session. If they do, a phone call must be made to the parent/carer to discuss the issues as soon as possible after then end of the session.

When attending virtual meetings with staff, parents/carers and pupils:

- Staff are expected to dress smartly following the school's staff dress code when teaching remotely.
- When teaching remotely staff must carefully consider where they are sitting and what might be visible in the background (personal photos, pictures, books and other artefacts) wherever possible a plain wall should be used. Care should also be taken to avoid background noise and ensure that other household members cannot accidentally appear in the background.

2.1.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their normal working hours. They should take part in the direct teaching sessions at the start and end of the day if these are within their normal working hours.

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.

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

- monitoring the class emails 10.30 – 11.30am and 1.30-2.30pm if these are within their working hours (or at alternative times agreed with class teachers) and answering pupils queries in relation to their work
- the provision of marking and feedback of submitted work as agreed with the class teacher
- the support of individual pupils as directed by the class teacher or SENCo

When attending virtual meetings with teachers, parents/carers and pupils teaching assistants:

- are expected to dress smartly following the school's staff dress code when teaching remotely.
- must carefully consider where they are sitting and what might be visible in the background (personal photos, pictures, books and other artefacts) wherever possible a plain wall should be used. Care should also be taken to avoid background noise and ensure that other household members cannot accidentally appear in the background.

2.1.3 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 – subject leads can access work planned and set by other teachers through the staff shared drive on Google Classroom.
- Alerting teachers to any new/additional resources which become available to support the teaching their subject remotely

2.1.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – this will be the responsibility of Jo Hilton – Deputy Head Teacher
- Monitoring the effectiveness of remote learning – this will be undertaken in the first instance by phase leaders who have access to all google classrooms within their phase. Feedback will be given and followed up in line with normal school procedures.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – this is the responsibility of Stuart Henderson (SBM) who is our Data Administrator.

2.1.5 Designated safeguarding lead

Our DSL is the Head Teacher, Caroline McKay, in the absence of the Head Teacher it is the Deputy Head Teacher, Jo Hilton or Assistant Head Teacher, Sophie Tomlin. The DSL takes lead responsibility for child protection and wider safeguarding. All DSLs are members of the Senior Leadership Team.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the DSL can be contacted by phone, either mobile or home phone. These phone numbers are available to all staff via the school office.

The DSL will be responsible for monitoring any pupils deemed vulnerable by the school who are not attending school during a lockdown for whatever reason. (eg. ensuring they attend remote learning sessions, complete work set by teachers etc).

2.1.6 SENCo

The SENCo is responsible for ensuring that;

- Pupils identified as having SEND are able to access appropriate remote learning
- That all pupils with EHCPs are able to attend school (classified as vulnerable pupils) during a local or national lockdown and that appropriate provision is in place for them
- That all pupils with EHCPs continue to access, as far as is practically possible, any additional support (eg. Speech and Language Therapy) that is usually provided for them.
- Any legislation relating to SEND (including any temporary additions/changes) is adhered to.

2.1.7 EWO

Our EWO is Mrs Lesley Hole, when a whole class or year group being required to self-isolate (or in exceptional circumstances where the school is closed to all pupils), she will liaise with senior staff to monitor the online attendance of pupils who are learning remotely. Where children are not attending online teaching sessions, their absence will be followed up initially by telephoning parents/carers. Where contact cannot be made an email/text will be sent. If there is still no response the DSL will be notified. The decision will be made whether to carry out a home visit and/or notify the LA.

Our EWO will also contact the families of any pupils deemed vulnerable and not attending school on a weekly basis, should no contact be made or any concerns arise she will notify the DSL.

Should a child be attending school as a Key Worker or Vulnerable pupil during a local or national lockdown then our normal attendance procedures apply when following up an absence. We recognise that in these circumstances the government may issue temporary changes to the attendance procedures and legislation which normally applies to schools.

2.1.7 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Be punctual in attending all direct teaching on line
- Ensuring they maintain expected standards of behaviour (see appendix 4)
- 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/carers with children learning remotely to:

- Respond in a timely manner to communications from school by telephone, text, email or other means
- Make the school aware if their child is sick or otherwise can't attend direct teaching sessions or complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff (please see the school's Complaints Policy)

2.1.8 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

2.2 Roles and responsibilities when individual pupils or families are self-isolating

2.2.1 Teachers

All teachers are responsible for providing termly remote learning plans which will be made available via the school website. These should, as far as possible follow the curriculum content being delivered in school and will provide links to learning resources and activities to be completed by any pupils unable to attend school. Class teachers who are delivering face to face lessons in school cannot reasonably be also expected to deliver face to face remote learning. The school will not live stream classroom teaching for safeguarding reasons.

Individual pupils self-isolating should submit completed work via the class e-mail, class teachers must provide feedback to pupils at least twice each week (the majority of marking and feedback can be completed by teaching assistants – see below).

Teachers should monitor the class e-mail account and respond to any questions and queries from pupils (or their parents/carers) who are self-isolating in a timely manner.

Where pupils submit work during an absence, they should receive feedback from the class teacher. (This may be delegated to the class teaching assistant during their normal working hours).

2.2.2 Teaching Assistants

Teaching assistants will support teachers through providing support and feedback to pupils learning from home as directed by the class teacher.

2.2.3 Subject Leaders

Subject leaders have responsibility for monitoring termly remote learning plans to ensure they meet (as far as is possible) the requirements of long term plans for their subjects.

2.2.4 Senior Leaders

Senior leaders will be responsible for monitoring remote learning plans within their phase or across the school as appropriate to ensure they meet school expectations and curriculum requirements.

2.2.5 Designated Safeguarding Lead

Will ensure contact is maintained with all pupils and their families who are self-isolating and where necessary that social workers are kept informed about individual pupils.

2.2.6 EWO

Our EWO will also contact the families of any pupils deemed vulnerable and not attending school on a weekly basis, should no contact be made or any concerns arise she will notify the DSL.

Where pupils are self-isolating and a teacher raises concerns due to work not being completed the EWO will contact parents to discuss and issues.

2.2.7 Pupils and Parents/Carers

Staff can expect pupils learning remotely to:

- Complete tasks identified in the termly remote learning plans
- Submit completed work to school electronically for feedback
- 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/carers with children learning remotely to:

- Respond in a timely manner to communications from school by telephone, text, email or other means
- 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

2.2.8 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 SENCO
- › Issues with behaviour – talk to the relevant phase leader
- › Issues with IT – talk to Stuart Henderson - School Business Manager or Jasmin Bharatia - IT support.
- › Issues with their own workload or wellbeing – talk to your line manager (phase leader) or a member of SLT
- › Concerns about data protection – talk to the data protection officer, Stuart Henderson
- › Concerns about safeguarding/pupil welfare – talk to the DSL – Caroline McKay, Jo Hilton, Sophie Tomlin

4. Data protection

4.1 Accessing personal data

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

- › access the data via a secure e-mail or via remote access to school systems
- › staff should use laptops provided by school to access any secure data, they should not use their own personal devices. If, for any reason, staff do access personal data on their own device they must inform Stuart Henderson the school's data protection officer immediately.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as e-mail 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. Personal data stored on devices such as laptops should be kept to an absolute minimum.

When contacting parents/carers, teachers should do so via the generic class email address. They must take care not to share other parents/carers email addresses, therefore when contacting a whole group they should use bcc.

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
- › Ensuring that any device is kept safe when in transit to and from school or any other location and whilst at home

5. Safeguarding

The school's Safeguarding and Child Protection Policy and any addendums due to the current situation can be found on the staff shared drive and school website. Expectations for staff to ensure the safety and wellbeing of pupils remain unchanged.

Where pupils are accessing remote learning at home using devices loaned by the school, these will have the same internet filtering software that is used in school. Where pupils are using their own personal devices it is the responsibility of parents/carers to supervise their children's access to online content.

6. Monitoring arrangements

This policy will be reviewed before the start of each term by the Senior Leadership Team. At every review, if any significant changes are made, it will be approved by the Curriculum Committee of the Governing Board.

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
- Complaints Policy
- Feedback and Marking
- Teaching and Learning

Appendix 1 – Contingency Staffing Plan

In the event of the school being closed for the majority of pupils (eg. during a national lockdown) then the following staff arrangements will normally be made. However, it is not possible to cover all eventualities so alterations to these plans made be necessary, sometimes at very short notice.

Anyone who is **clinically extremely vulnerable** will work from home if advised to do so.

Senior Leaders (other than class teachers) – at least one member of the senior leadership team (who is a DSL) will be available in school whilst children are attending.

Teachers – will teach classes remotely either from home or school. If they work from school, they will work from a room not being used by any children still attending school. They must minimise contact with other adults in school, even within their year group bubble.

All teachers will work in school with their class/bubble at least once a fortnight. Where there is more than one class/teacher in a bubble/year group, teachers will liaise to ensure they attend on different days. These days will be identified in advance, entered onto the school calendar and emailed to Jo Hilton (Deputy Head Teacher).

In the event of teaching assistants or EYPs being absent from school (for illness or other reasons) teachers will need to be in school teaching any pupils attending, again pupils working at home will only have access to prerecorded lessons on those days.

Teaching Assistants/EYPs – will work in school, supervising and supporting any pupils who are attending (Critical Worker's children and vulnerable pupils).

Administrative Staff, kitchen staff, SMSAs, cleaners and site staff – will work in school unless directed otherwise by senior staff.

Appendix 2 – Example Daily Timetable

Sun's Daily Timetable - Wednesday 6th January

9am – 9.30am	Gather online for registration via Google Meet. Teaching Input for English. LI: I can make plural nouns by following the grammar rules.	
9.30am – 10.30am	Work remotely on the English task set – don't forget to hand it in.	
10.30 – 10.45am	BREAK TIME	
10.45 – 11am	Times Tables Practice on My Maths – Year 5 escape https://app.mymaths.co.uk/myportal/library/11/122/1263#collapse6	
11am	Watch Maths Lesson – Recorded on Google Classroom LI: I can represent numbers to 100 using tens and ones Complete the activity attached – don't forget to hand it in.	
12-1pm	LUNCH	
1 – 1.30pm	Reading – today listen to chapter 2 of Private Peaceful https://www.bbc.co.uk/teach/school-radio/english-private-peaceful-episode-2/zhhry9g	
1.30-2pm	Complete a PE challenge that you have been given.	
2pm – 2.30pm	Gather online for registration via Google Meet. Teaching Input for History LI: To find out when the stone age began.	
2.30-3.30pm	Work remotely on the History task set – don't forget to hand it in.	
	Remember to work on your spellings and ask an adult to listen to you read.	

Appendix 3 – screen shot of google classroom organisation

To be added

Google Meet Rules:

1. Be prepared and on time.
2. Please wear appropriate clothing.
3. Keep your camera on so your teacher can see you.
4. Use your name as it would appear in the register.
5. When you are entering the meeting, please mute yourself.
6. Only turn your microphone on if your teacher asks you to unmute yourself.
7. Do NOT distract or allow yourself to be distracted by others.
8. Stay in the Google Meet and only leave when the lesson has finished.
9. Only use the CHAT box if you need to ask a question or are answering a question.
10. Use appropriate language - remember this is still a classroom.

If you need to speak to your teacher about a problem, write a comment and wait at the end of the lesson.

These have been sent via email to all families, they have been discussed by class teachers with pupils during sessions.