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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 clear expectations for all members of the school community with regards to remote learning
- Include continuous delivery of the school curriculum, as well as support of Motivation, Health and Well-Being and Parent support
- Support effective communication between the school and families and support attendance
- Provide appropriate guidelines for data protection

2. Rationale

Rationale in the event of a school closure, the school is committed to providing continuity of education to its learners and will do so through a process of remote (online) learning. Extensive remote learning would apply particularly in a situation in which the school is closed for an extended period of time, but a high proportion of learners and teachers are healthy and able to work as normal from home. This policy does not normally apply in the event of short-term closures (e.g. as a result of inclement weather or loss of water for example) or short term learner absence. (Except in the case of isolation)

Remote learning may also be appropriate in situations where learners, in agreement with the school, have a period of absence but are able to work at home at least to some extent. This may apply in cases such as exclusion from school, or longer term illness, assuming learners are able to complete school work at home. Another relevant instance would be if, following an infectious disease outbreak, learners are self isolating at home but are not suffering with relevant symptoms.

There is no obligation for the school to provide continuity of education to learners who absent themselves from school, with or without parental permission, in contravention to school or government guidance. This may apply, for example, if parents choose to take learners on holiday during term time.

3. Roles and responsibilities

3.1 Teachers

When providing remote learning, teachers must be available between 8.30-4.00

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.

When providing remote learning, teachers are responsible for:

➤ Setting work

- Teachers need to provide work for the whole year group, planning for this will be shared with their partner teacher where there are parallel classes.
- The amount of work provided is determined by the cause for need of remote learning, this includes "individual children isolating/awaiting results (but feel well), a teacher isolating (but feel well), a class/year group isolating or a localised or national lockdown". See table below:

<p>1) <u>Isolating children/awaiting test results (but feel well)</u></p>	<ul style="list-style-type: none"> - <u>Nursery</u> – 3 Maths tasks, 3 Stories to read and 2 Topic tasks need to be uploaded weekly to school website class page. - <u>Reception/Year 1:</u> A Phonics, Maths and Topic lesson to be uploaded daily to Google Classroom - <u>Year 2-Year 6</u> – An English, Maths and Topic lesson to be uploaded daily to Google Classroom <p>From September 2020, this form of remote learning is to be uploaded to Google Classroom daily (or to school website weekly for nursery), regardless if children are off from the year group or not. Work uploaded can be used as a pre-teach or post-teach resource and teachers can promote this work for optional extra home learning.</p>
<p>2) <u>Teacher Isolating (but feel well)</u></p>	<p>Where possible, teacher to still teach all planned lessons but this will be remotely and live via Google Meet. TAs to support the running of the classroom. Teacher isolating will still split normal workload between themselves and their partner teacher if both classes are isolating.</p>
<p>3) <u>Year group/class isolating</u></p>	<p>Nursery – Nursery to continue 'menu of activities' format uploaded to school website, however workload for pupils will be increased to 5 maths</p>

	<p>tasks, 5 stories/story activities, 3 topic tasks and continuous provision challenges.</p> <p>Reception-Year 6 - Teachers will teach from home and will revert to the 'ready-to-go timetable', themselves and their partner teacher will prepare pre-recorded lessons for the year group during this time however, they should aim to use a mixture of live lessons and pre-recorded lessons as soon as possible (live lessons can run due to siblings sharing technology being less of an issue). A Google Meet session for each class will happen daily to 'check-in' with pupils for years Reception-Year 6. A parent Q&A session will happen weekly to provide support for parents.</p> <p>There will be a mixture of asynchronous and synchronous activities which will have multiple benefits for all. This supports limited home access and provides flexibility whilst also providing the opportunity for face to face interaction.</p>
<p>4) <u>Localised/National lockdown</u></p>	<p>Nursery – Nursery to continue 'menu of activities' format uploaded to school website, however workload for pupils will be increased to 5 maths tasks, 5 stories/story activities, 3 topic tasks and continuous provision challenges. Short phone calls home to be split between teacher, EYSW and TA.</p> <p>Reception-Year 6 - Teachers will revert to the 'ready-to-go fortnightly timetables' that are prepared. Google Meet sessions for each class will happen daily to 'check-in' with pupils for years Reception-Year 6. A parent Q&A session will happen weekly to provide support for parents. During the fortnightly timetable, teachers will prepare more pre-recorded lessons which they can record in their classrooms abiding by social distancing. The pre-recorded lessons will replace ready-to-go plans and will follow the normal school curriculum as much as possible.</p>

- All work needs to be planned on Google Drive by 3pm the day before.
- **Nursery** - work for the week needs to be uploaded to school website by Monday at 8am.
- **Reception-Year 6** - work for the day needs to be uploaded to Google Classroom by 8am. Work needs to be scheduled to appear on the day that it is set so it is clear what work is expected to be completed for that day.

- If out of school, all teachers will communicate remotely via email/phone call/video call to both pupils and other staff. Weekly virtual staff meetings/emails will take place to ensure all updates are communicated to all staff.

➤ Providing feedback on remote work

- **Nursery** - pupils will upload all remote work via a photo onto Online Learning Journey Evidence Me. Teacher will provide feedback through the Next Steps comments box on the parent observation and ensure parents know where to find this feedback.
- **Reception** - parents will be encouraged to upload photos of remote work to Google Classroom/Evidence Me depending on the work type. Teachers to provide feedback through Next Steps Comments Box on Evidence Me or individual feedback through Google Classroom comment box.
- **Years 1-6** - pupils will upload all remote work to Google Classroom in the form of photographs, screenshots or documents depending on the work type. Teachers in years 1-6 will share personalised and individual feedback through Google Classroom comment box

Feedback for Maths and English remote work needs to be shared daily, all other subjects weekly in line with in-school marking policy.

➤ Keeping in touch with pupils and parents (if year group/class or localised/national lockdown occurs)

Nursery - Sphone calls home to be split between teacher, EYSW and TA fortnightly. Class Page website to be updated weekly as normal.

Reception-Year 6 – Daily Google Meets will be scheduled to ‘check-in’ with pupils. Weekly parent Q&A’s will be scheduled to allow parents the chance to ask about work set and how to support their child. Class Page website to be updated weekly.

- Any complaints from parents to be forwarded to SLT.
- Parent requests to speak to teacher 1:1 on the phone to be made through the office email.
- If a pupil is failing to complete the work set, teachers are to contact the families by phone call to find out any underlying reasons, if not resolved pass on to SLT.

➤ Attending virtual meetings with staff, parents and pupils

- Dress code: Appropriate work-wear that would be worn in school
- Location: See table below:

1) Isolating child/awaiting test result	Location of teaching is in classroom as normal
2) Teacher isolating but well	Location of remote teaching is from home, the room from which they teach needs to be as quiet as possible with minimal distractions, a neutral background is best, there needs to be sufficient lighting.
3) Year Group/Class isolating	Location of remote teaching is from home, the room from which they teach needs to be as quiet as possible with minimal distractions, a neutral background is best, there needs to be sufficient lighting.
4) Localised/Nationalised lockdown	If possible, location of remote teaching should be in classroom in school abiding by social distancing. If not possible, remote teaching to be from home.

3.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their usual contracted 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.

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

1) Isolating child/awaiting a test result:	Supporting in-school as normal
2) Teacher isolating:	Remaining in the classroom with the class, supporting running of the day whilst teacher teaches live remotely from home.
3) Year Group/Class isolating:	Running two live interventions a day via Google Meet, teacher is to identify which pupils this will be for. Preparing for upcoming interventions Completing adhoc tasks provided by teachers Attending the daily Google Meet sessions for checking in with pupils
4) Localised/Nationalised lockdown:	Running two live interventions a day via Google Meet, teacher is to identify which pupils this will be for. Preparing for upcoming interventions Completing adhoc tasks provided by teachers Attending the daily Google Meet sessions for checking in with pupils

➤ Attending virtual meetings with teachers, parents and pupils

- Dress code: Appropriate work-wear that would be worn in school
- Location: See table below:

5) Isolating/awaiting a test result	In school
6) Teacher isolating	In school
7) TA of Year Group/Class isolating	Running interventions at home. The room TA will be running interventions from needs to be quiet with minimal distractions, background needs to be as neutral as possible and there needs to be sufficient lighting.
8) Localised/Nationalised lockdown	Running interventions at home. The room TA will be running interventions from needs to be quiet with minimal distractions, background needs to be as neutral as

	possible and there needs to be sufficient lighting.
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3.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – **Blended Learning Lead**
- Monitoring the effectiveness of remote learning – this is in the form of regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents, joining some remote lessons – **Principal/Blended Learning Lead**
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations - **Principal**

3.4 Designated safeguarding lead

The DSL is responsible for:

- Ensuring safeguarding procedures are continued.
- See child protection policy.

3.5 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 – contact school to inform of illness
- Seek help from the school if they need it by contacting the office who will forward on to relevant staff members.
- Be respectful when making any complaints or concerns known to staff

2.6 The Trust

The trust 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

4. Data protection

4.1 Accessing personal data

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

- › Access data using Google Drive

4.2 Processing personal data

Staff are reminded to collect and/or share as little personal data as possible. Staff are to switch off their caller ID when contacting a family by phone and to send all emails through the office rather than emailing the family directly.

4.3 Keeping staff devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Installing antivirus and anti-spyware software
- › Keeping a passcode on school iPads
- › Keeping school laptops password-protected
- › Not leaving a device open when unattended
- › Encrypting emails including personal information
- › Not sharing the device among family and friends
- › Keeping operating systems up to date – always install the latest updates
- › Saving all data to Google Drive rather than on the hard drive.

5. Safeguarding

See safeguarding policy

6. Monitoring arrangements

This policy will be reviewed every three months by **Blended Learning Lead** and **Principal**. At every review, it will be approved by the Principal

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy
- › Data protection policy and privacy notices
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy