Remote Learning Policy Sept 2023

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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

When providing remote learning, teachers must be available between 8.30 and 3.30

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:

In the event of a bubble going off or a local lockdown (school closure)

- o Work needs to be provided for all pupils in the class, and pupils in year groups if year group partner is absent
- o KS1 and KS2
  - Teachers will teach and set work for 3 sessions a day and one discreet teaching (smaller groups that need extra support) session.
    - This will be broken down into a daily English (including phonics) and Mathematics session.
    - A weekly science lesson will be taught.
    - The curriculum should remain in place following the termly topic. History, geography, RE and PSHE will be taught at least once a fortnight.
    - Art, music, PE and DT will be taught where it is appropriate to do so e.g. a theory lesson in PE or music.
  - Teachers will introduce the lesson and discreetly teach the learning objectives for approximately 10 – 15 mins (dependant on age and ability of children) Children will then complete activities in the remainder of the time. Teachers will be available for the duration of the session and support where required.
  - Each session will last approximately an hour (depending on age and ability)

- o EYFS
  - Teachers will meet with parents at the beginning of the week to discuss individual children's learning for the week.
  - After the initial meetings, teachers will lead adult led sessions for groups of children so that all children receive 1 adult led session a week.
  - For those children that require extra support, teachers will lead 2 adult sessions per week.
- o All work will be uploaded to the class sites.
- o Staff will set up a new channel for each week and then work will be uploaded to the files section, using the days of the week as folder names –a folder should also be added for homework. Inside each day the lessons will be broken down (e.g. Lesson 1, Lesson 2, etc).
- o Assignments for each lesson will be created to allow the children to submit work and the teachers to track what has been submitted.
- o On a Friday afternoon, teachers will teach two morning sessions and then use the afternoon to plan the next week's activity. Planning will take place over teams.

> Providing feedback on work:
- o Pupils will work return their work for each assignment.
- o Staff will provide individual feedback where appropriate using the feature in Office 365. Teachers should also consider how the feedback is reflected in their slides for the next lesson as a teaching point.
- o Feedback should also be given for any Purple Mash activities.
- o Feedback should be incorporated into each lesson to support the reduction of workload. For example, as children are working on documents, a feedback conversation can be started.

In the event that school is open but children are unable to attend.

> Keeping in touch with pupils who aren't in school and their parents:
- o Work must be provided to children who are unable to attend school. [This must be requested by the parent in the first instance, so that we can establish if the pupil is well enough to receive work] or [Children must log into the live lesson and work must be uploaded to the class sites]
- o Emails from parents should be responded to within 24 hours. Staff should not respond to emails outside of their working hours.
- o If staff have any concerns or complaints from parents, then these must be passed to the appropriate phase leader in the first instance and then the headteacher if they cannot be resolved.
- o If pupils persistently fail to complete work, then a courtesy call must be made by the class teacher to check on the child's well-being and establish why the work is not being completed

> Attending virtual meetings with staff, parents and pupils:
- o When liaising with parents, children or external visitors, staff must dress professionally and appropriately.
- o Staff must blur their background when working with children, parents or external visitors.

In the event of a local lockdown, teachers will also be working in school on a rota system, to support the key worker and vulnerable children. On these days, the year group partner will pick up the delivery of the online sessions to the year group.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30 – 4.00pm.

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:

> Supporting pupils who aren't in school with learning remotely:

    o   Which pupils they'll need to support

    o   How they should provide support

> Attending virtual meetings with teachers, parents and pupils:

    o   When liaising with parents, children or external visitors, staff must dress professionally and appropriately.

In the event of a lock down, teaching assistants will be supporting the key worker and vulnerable children.

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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set

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

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

> Phase leaders will co-ordinate the remote learning approach for their phase and monitor the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

> The Headteacher will monitor the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The responsibilities of the DSL and Deputy DSLs are outlined in the school's safeguarding policy.

2.6 IT 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- 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 SENCO
- Issues with behaviour – talk to the relevant phase leader
- Issues with IT – contact Concero
- Issues with their own workload or wellbeing – talk to phase leader
- Concerns about data protection – refer to the Headteacher
- Concerns about safeguarding – make the DSL aware

4. Data protection

4.1 Accessing personal data

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

- Access data and resources on the school's secure cloud based service
- Only use PHMAT provided laptops and iPads and no personal devices or computers

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as phone numbers or 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

Staff can find all the appropriate arrangements for safeguarding in the safeguarding and child protection policy, which are updated to reflect the current school dynamic.

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by the governing body.

7. Links with other policies

This policy is linked to our:

> Behaviour policy

> Safeguarding and child protection policy

> Data protection policy and privacy notices

> Home-school agreement

> ICT and internet acceptable use policy

> Online safety policy

> Curriculum policy

> Teaching and learning policy