

Remote Learning Policy

Offwell C of E Primary School

Approved by:	Governors	Date: 6.1.21
Last reviewed on:	N/A	
Next review due by:	This policy will be reviewed as necessary (at least annually).	

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1. Aims

This remote learning policy for 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 normal school hours to support pupils –in school, if supervising children in class, or at home, during their contracted hours - see section below.

If 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 - call administrator/Headteacher

When providing remote learning, teachers are responsible for:

- › Setting work:
 - Teachers will assign work for their own class in-line with the days that they are contracted to teach. Teachers covering PPA will set work for these sessions in conjunction with the class teacher.
 - KS 1 Teachers will set 3 hours minimum of equivalent work per day – as per the normal school day
 - KS 2 Teachers will set 4 hours minimum of equivalent work per day – as per the normal school day
 - Work will be suitably differentiated, to ensure different levels of ability in the class are covered.
 - Teachers will set out the work for the week in an agreed format, in advance, posted on their Google Class.
 - Teachers will set work in advance, by 8.30am on the same day at the latest, although tasks can be scheduled for later access by pupils.
 - Teachers will assign all work for pupils via their own classroom within the Google Classroom and should ensure that all resources used are uploaded as part of the assignment.
 - Ensure that any pupil outcome sheets use Google documents where possible, so that pupils may access these on a range of devices and without need for a printer.

- Where accessibility is an issue, paper copies of work will be provided – posted with return envelope (this will not be the preferred option and if this is necessary school will work with families to improve their access to remote education)
- Teachers will coordinate the work they assign with other teachers as necessary, but particularly where there is a job share within the classroom, or where the remote learning includes PPA subjects for that class

➤ Providing feedback on work:

- Teachers will access completed work from pupils via the ‘handed in’ section within their G classwork tab
- EYFS feedback will be provided verbally, when possible, or with comments for parents, or using simple visuals
- KS 1 and 2 Teachers will feed back to pupils via the private comment, and using the highlight facility to provide specific feedback whenever possible, to mark and comment on pupils’ work
- Teachers will feedback to completed work daily whenever possible - where child is working remotely for a period of time – but at least before they assign further pupil learning,
- Where there are additional comments from parents which add to workload, for example multiple comments on a related topic, teachers could consider managing this by holding a one-off parent forum online, if helpful. If this becomes a significant issue, share this with SLT.

➤ Keeping in touch with pupils who aren’t in school and their parents:

- If a pupil is not in school, staff will communicate with parents via Google Classroom, telephone or email, and parents will be able to communicate with teachers in return.
- Messages sent via email/google classroom to teachers after 4pm will be responded to at the beginning of the next working school day.
- Teachers and SLT will identify any pupils who are not completing work – record names and dates - weekly remote learning review in staff meeting. The following steps will be followed:
 1. Teacher to contact parent to inform and offer support – review in one week
 2. SLT to contact parent with outcome of review if there is no improvement – discuss next steps
 3. SLT to refer parent/carer to home school remote learning agreement – action plan to recover lost learning agreed between home and school; possible alternatives i.e. hard copies sent etc.

➤ Attending virtual tutorials/meetings with staff, parents and pupils – as per home school remote learning agreement:

- Class tutorial using Google Meet will ONLY be used for specific learning purposes and not for social/personal reasons. Acceptable purposes e.g: class registration, live teaching and feedback or catch up sessions, staff meetings, or in the event of complete remote learning required by all pupils, where the teacher may work from home to aid learning and provide connection to support wellbeing (in this case, parent is expected to monitor remote provision of each child, as per agreed code of conduct)
- Language used will be appropriate – any language which causes concern is to be instantly addressed with pupil/adult – see code of conduct – and may be shared with parents. Any offensive or threatening language must be addressed with parents reported to Head.
- Dress code: staff, parents and pupils will wear acceptable attire during virtual meetings
- Locations - avoid areas with background noise; ensure there is nothing inappropriate in the background; pupils must not blur their background, so that teachers can be aware of their location.
- Teachers are to be alert to any safeguarding concerns and report these via the usual forms.
- As per code of conduct, no recordings should be made.

➤ Teachers working in school – teaching own class and providing remote learning

- If teachers are also working in school, they will provide remote learning tasks online for all pupils, accessible in class and at home, with agreed class registration times, live teaching and feedback or catch up sessions, in-line with classroom lessons being taught that day, via Google Classroom.
- Teachers will use suitable teaching videos to support learning, such as BBC Live Lessons, or Oak Academy Learning.
- Teachers will upload relevant visual resources, via documents or slides to support learning and provide Google Docs for learning to be recorded
- Teachers will not be expected to ‘live stream’ lessons from the classroom, without prior arrangement, or for lessons where other resources are not available.
- If teachers are also working in school, teachers will respond/feedback to remote learning where possible before the next working school day/before the next remote learning task for that subject/child. Feedback will be provided at least weekly.
- If teachers are also working in school, and virtual meetings are necessary, these will be arranged at a mutually convenient time arranged by the class teacher. If this has to be during the school day – teaching assistant may be asked to cover for 30minutes.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their 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:

➤ Supporting pupils who aren’t in school with learning remotely:

- Pupils requiring support -Teachers will communicate with their TA to identify which pupils need support and how they should help them.
- If necessary, TA will be able to provide support and feedback to pupils via Google Classroom under the direction of the teacher

➤ Attending virtual meetings with staff, parents and pupils: if this is deemed necessary by the teacher and is during contracted hours, teaching assistants may be asked to attend virtual meetings following the agreed code:

- Dress code: staff will wear usual school attire during virtual meetings
- Language used will be appropriate
- Locations - avoid areas with background noise; nothing inappropriate in the background;

- If teaching assistants are also working in school, they may be asked to cover the class for an agreed period, to assist the teacher in providing remote learning. The teacher will be available on site to provide support if required.

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 through regular meetings with teachers or by reviewing work set on Google Classroom, as an audit.
- Alerting teachers to resources they can use to teach their subject remotely – weekly remote learning staff meeting
- SENCO will be available to support and monitor the remote learning offer for those children with SEND and work with teachers to make reasonable adjustments to the work set so that SEN pupils can be successful.
- SENCO will also be available to parents and carers of children with SEND, via email, to help support and review learning offer in line with in school plans and parental feedback

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Judy Davey will coordinate the administration of Google Classroom, overseen by head teacher –Lorna Legg
- Monitoring the effectiveness of remote learning – such as through regular meetings with teachers and subject leaders, reviewing work set on Google Classroom or reaching out for feedback from pupils and parents –Teachers will meet weekly with member of SLT– Lorna Legg, Headteacher, or Chris Thomas, Senior Teacher
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations – daily review will be conducted by Lorna Legg (DSL), Chris Thomas (Dep. DSL) and Judy Davey (DPO)

2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring our Safeguarding training, awareness and systems are available and effectively used by staff and that timely actions are taken

Ensuring that all staff are clear about identification and incidents/concerns as a result of their remote learning work

All staff are to follow the policies outlined below

Incidents being escalated in accord with the Child Protection and Safeguarding policy i.e. Early Help/MASH procedures

2.6 IT staff

The school administrator will act as Remote Learning IT manager and is 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 (as per the Home School Remote Learning Agreement) to:

- Have access to Google Classroom learning tasks and complete any assigned work for 3 / 4 hours (or less, for EYFS) between normal school hours, via Google Classroom/Tapestry (although they may not always be in front of a device the entire time and in individual circumstances pupils and parents may be working on remote learning beyond the school day, due to family circumstances – we will work with families to support as needed)
- Be contactable during the school day via Google Classroom– although staff recognise that pupils may not always be in front of a device the entire time, and there may be individual circumstance which mean pupils and parents will be working on home learning beyond the school day

- › 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 (as per the Home School Remote Learning Agreement) 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 in a timely way (before the next working school day)
- › When raising any concerns or complaints to staff, parents must be respectful
- › Ensure their child can access their work and support as appropriate.

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 using remote learning systems which 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 (Lorna Legg)
- › Issues with behaviour – talk to the headteacher (Lorna Legg)
- › Issues with IT – talk to administrator (Judy Davey)
- › Issues with their own workload or wellbeing – talk to the SLT (Lorna Legg, Chris Thomas; Judy Davey)
- › Concerns about data protection – talk to the data protection officer (Judy Davey)
- › Concerns about safeguarding – talk to the DSL (Lorna Legg) DDSL (Chris Thomas, Judy Davey)

4. Data protection

4.1 Accessing personal data

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

- › Access data via Offwell Primary secure Google One Drive
- › Use school provided laptops - teachers will not use own personal devices, especially not mobile phones.

4.2 Processing personal data

Staff members may need to collect and/or share personal data as part of the remote learning system. As long as this processing is necessary for the school's official functions, staff do not need to have explicit permission. However, all staff are reminded to collect and/or share as little personal data as possible online and to be aware of the dangers for children and adults when online information is stored or shared. Therefore, there should be a clear rationale for collecting, storing and sharing any data. If in doubt, staff should check with SLT.

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, 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 will follow the current Child Protection and Safeguarding policy Sept 2020 including the COVID-19 Annex to Safeguarding and Child Protection Policy and On-line 'Live streaming' and Remote Learning Covid 19 Safeguarding Annex

6. Monitoring arrangements

This policy will be reviewed at least yearly by Lorna Legg, Headteacher, although may need more regular revisions. At every annual review, it will be approved by the full governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour and SEMH policy and Covid 19 annex
- Child protection and Safeguarding policy
- COVID-19 Annex to Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- Home-school Remote/ Online Learning agreement
- On-line 'Live streaming' and Remote Learning Covid 19 Safeguarding Annex.