

Remote Learning Policy



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De Bohun Primary School & Children's Centre

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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

Teachers ideally are available Monday-Friday during the hours of 9.00am to 3.30pm, but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available.

If they are unable to work for any reason during this time, they must follow the normal reporting procedure by ringing the absence line.

When providing remote learning, teachers are responsible for:

- Setting work:
 - Setting work alongside their year group partners, providing approximately three activities per day for their pupils
 - English, Maths, Reading/Phonics, Science and Wellbeing Activities to be set using the mountain model to differentiate (If off during WOW week or it is a local lockdown, the relevant topics will need to be covered instead)
 - All activities to be uploaded onto Google Classroom by 3.30pm the day before or by 8.45am on the day
 - A clear model must be evident for children to follow – this may include videos and audios from websites or recorded by the teacher
 - An audio should be recorded to explain the work to children – this may include the modelling and reading the text linked to the activity
 - Activities should have a time for completion and a deadline for handing in the work
 - The amount of time expected for each child to complete the work will depend on the age of the child. When setting work to be completed remotely teachers need to be mindful of the time parents and carers will have to support each of their children as well as having to work from home and of course their access to a device
 - Teachers will provide teacher focussed work for a duration of these times: EYFS – 1 hour, KS1 – 1.5 hour and KS2 – 2.5 hours. However, teachers must provide additional

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work which children can access should they choose to. This will include Wellbeing activities, Science and any additional links/websites that children can use

- Additional work by subject specific teachers will also be provided as and when necessary. This will include Computing, Music and French
- Bespoke learning tasks in an individual area on Google classroom for those children with specific targets on their IEP
- Children are to be rewarded for work using the tick/merit chart at the end of each day. This may be relayed through a short video/audio
- Liaising with the relevant teachers, including those in school to ensure consistency across the year group/subject
- Contacting the office to ensure that children without access to a device will be offered a Google Chromebook. If this is not possible, a paper copy must be given to the office to post out.

➤ Setting Weekly Homework:

- Teachers will be responsible for uploading weekly homework for all children
- EYFS – see Homework Expectations document
- KS1 & KS2 – mymaths activity, spellings and a reading book
- WOW week project homework to be set at the beginning of each half term

➤ Providing feedback on work:

- Teachers will provide feedback to children once each child has submitted their work on Google Classroom. This should be done as soon as possible after the child has submitted the work between the hours of 9am and 3:30pm.
- Teachers are not expected to feedback outside the hours of 9am and 3:30pm but feedback should be given no later than the next day. It is not expected for teachers to feedback during the weekends or in a holiday period
- If work is posted to children, the office will be responsible for contacting the parent/child to check in on them

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

- Teachers are expected to communicate with all pupils at least once day
- This communication can be made through Google Classroom/phone call. If phoning a child/parent, staff must use 141 before dialling the number. Any additional costs for calling can be claimed back through the school
- Teachers must log all contact made
- If there is no answer, teachers must leave a message and provide a time for when they will be calling back
- If a child has an EHCP or is vulnerable, contact should be made every day through phone
- Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address).
- Teachers should respond to parent and pupil concerns within their working hours, but no later than the next working day
- If a parent or carer has a complaint, they must follow the complaints procedure found on the school website.
- If there has been no engagement or response from a child within that working day, teachers must refer this to their AHT with their log by 3.30pm

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- When individual children are self-isolating, a designated member of the team will need to provide the remote learning on Google Classroom. A member of the office team will be responsible for phoning the child
- Attending virtual meetings with staff, parents and pupils
 - Staff should not be setting up or interacting in virtual meetings with children or parents. All communication should be via email or telephone.
 - Staff will be required to take part in virtual meetings with, as and when necessary.
 - Staff are entitled to PPA as usual. The school's recommended model is to have an initial Zoom conversation to set consistent agreed work across the year group followed by colleagues taking the remainder of the PPA time in a flexible way.
 - Staff should be mindful of dress codes i.e. normal everyday attire suitable for a professional meeting and should attempt to conduct the meeting in a quiet room free from disturbance and background noise if at all possible

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9.00am to 3.30pm, but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teaching assistants can be available.

If they are unable to work for any reason during this time, they must follow the normal reporting procedure by ringing the absence line.

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

- Supporting pupils who aren't in school with learning remotely:
 - Carrying out online CPD as directed by their line manager
 - Carrying out tasks at home as directed by their line manager – this may include intervention groups though pre-recorded videos/audios, preparing work for their groups
 - If teaching assistants are working in school, they may be responsible for supporting pupils at home through Google Classroom
 - Attending virtual meetings with staff

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 by reviewing the work set
- Alerting teachers to resources they can use to teach their subject remotely
- VLE lead to monitor the implementation of the remote learning policy

2.4 SENCO

The SENCO is responsible for:

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- coordinating provision for pupils with SEND across the school
- liaising with staff in regard to the appropriateness of work set for the children on the SEND register for home learning
- ensure up to date paperwork on any EHCP/SEND
- liaising with parents/carers of SEND children in regards to their home learning and wellbeing

2.5 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- monitoring 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
- monitoring the quality of the provision on Google Classroom
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Oversee the ongoing wellbeing and CPD of teaching assistants
- Identifying which families may have no access to the internet/devices and ensuing hard copies of activities are available for collection, devices are issued accordingly

2.6 Designated safeguarding lead

The DSL is responsible for:

- The implementation of the Child Protection Policy

2.7 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. Please refer to the Data Protection Policy
- Assisting pupils and parents with accessing the internet or devices including the Chromebooks from school

2.8 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day through Google Classroom/phone– although consider they may not always be in front of a device the entire time
- Try their best to complete some of the activities on a daily basis
- Seek help if they need it – from adults at home or from teachers
- Alert teachers if they're not able to complete work for whatever reason

Staff can expect parents with children learning remotely to:

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- Make the school aware if their child is sick or otherwise can't complete work
- Support their child as best as they are able, given in mind their own home circumstances, health and work commitments
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

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 remote learning systems are appropriately secure, for both data protection and safeguarding reasons
- Directing any approaches by parents made to them directly or indirectly to the school via email
- Keeping monitoring to a minimum by focussing on safeguarding, health and safety and the wellbeing of all staff

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 leader/SENCO/AHT
- Issues with behaviour – talk to the relevant AHT
- Issues with IT – contact Joel via email or phone
- Issues with their own workload or wellbeing – talk to their AHT/Deputy Head/HT
- Concerns about data protection – talk to the HT
- Concerns about safeguarding – follow the schools reporting policy using MyConcern

4. Data protection

4.1 Accessing personal data

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

- Only use their official school email account and any other official school platform, never use personal messaging systems
- Use school laptops and devices rather than their own personal devices, where personal information cannot be protected
- Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent emails 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.

Parents' emails and contact details should not be shared with anyone outside of the school

4.3 Keeping devices secure

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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 refer to the schools Safeguarding policy and the addendum regarding school closure and Covid 19

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher.

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
- Staff Code of Conduct
- Teaching and Learning Policy
- COVID-19 Contingency Plan
- Blended Learning Plan
- Consulted with office administration, SLT, Teachers and SENCO

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APPENDIX: links to professional guidance, advice and support

Joint Union advice on COVID-19 (ASCL, NAHT, NEU)

<https://neu.org.uk/media/9826/view>

'We cannot home school the nation's children'

Coronavirus advice (NEU)

Distance teaching and learning for school leaders

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-school-leaders>

'A maximum of two to three hours of 'work' per day is plenty'

Distance teaching and learning for primary teachers

<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

'Teachers should not live stream lessons from their homes, nor engage in any video calling unless in exceptional circumstances, with the parent. Online lessons are not desirable for primary children as the teacher-pupil interaction is not easily replicated'

Undertaking remote teaching safely (NSPCC)

<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely>

Safe Remote Learning advice from the PHSE Association

<https://learning.naht.org.uk/news-and-opinion/news/curriculum-and-assessment-news/safe-remote-learning-in-pshe-education-advice-from-the-pshe-association>

Coronavirus: How do I home school my children (BBC)

<https://www.bbc.co.uk/news/education-52314856>

Becky Francis, professor at the UCL Institute of Education: "What is more important, say educationalists, is maintaining a degree of normality, rather than worrying about a child's progress in English or Maths. Home schooling for now is about encouraging parents to help their children create regular routines and study habits'

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