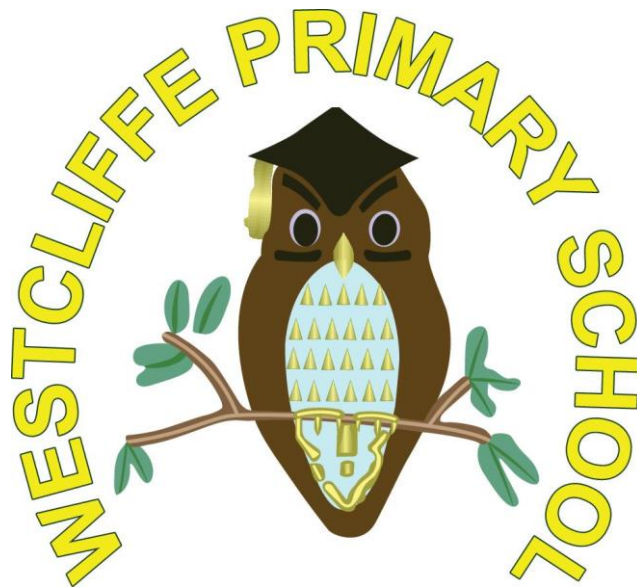




Remote Learning Policy

Approved: DRAFT Jan 2021

Review: Jan 2022

For the purpose of this policy remote teacher means remote teaching occurs outside of a physical classroom. Instructors are separated from their learners in time and distance. Remote teaching is typically facilitated through technology, such as video conferencing software, discussion boards or learning management systems. Number of hours for remote teaching for each Key Stage follows latest government guidance.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not 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 8:50am and 3:10pm.

If any teacher is 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. Staff within the phase will then be able to support remote learning for this class.

See Appendices A, B & C

2.2 Teaching assistants

- Attending any virtual meetings
 - Staff should ensure that they are appropriately dressed when attending virtual meetings.
 - Staff must make sure that locations are carefully considered and are appropriate (including background)
- Remote Learning Expectations: Isolation & Lockdown
 - Undertake any online training as directed by SLT
 - Undertake any other work which is suitable to complete at home - on an ad hoc basis
 - Undertake weekly well-being telephone weekly calls home for any child not in school and update the Middle Leader for their phase
 - Maintain contact with all affected in school by any work undertaken and be available via Google Meet during working hours
 - If in lockdown, support children/groups of children, support with organising and photocopying paper packs, calls & live check ins as directed by the teacher

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Supporting, where necessary, with deciding if any aspects of the subject curriculum need to change to accommodate remote learning
- Liaising 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
- 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

Senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning - check Google Classrooms at least three times a week.
- Monitor 'virtual class registers'.
- Direct office to call parents of pupils who have not engaged with either Google Classrooms or paper booklets.
- Review work set - check if in line with Medium Term Plans.
- Monitoring the security of remote learning systems - data protections/safe guarding.

2.5 Designated safeguarding lead

The DSL is responsible for:

(See separate Safeguarding policy)

2.6 IT staff

Federation IT Network Manager is responsible for:

- Helping staff and parents with any technical issues they may experience
- Reviewing the security of remote learning systems and reporting any data protection breaches to the data protection officer/ SLT
- Assisting pupils and parents with accessing the internet or devices
- Creating accounts for pupils new to the school

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 by posting questions on their class page
- 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
- 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, Phase Leader, SENCo or SLT
- Issues with online behaviour – talk to the Headteacher / Deputy Head
- Issues with IT – talk to the IT Network Manager
- Issues with their own workload or wellbeing – talk to your Phase Leader/ SLT
- Concerns about GDPR – talk to the Federation Business Manager
- Concerns about safeguarding – talk to the DSL/ Deputy DSL

4. Data protection

4.1 Accessing personal data

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

- Use work laptops only
- Follow GDPR regulations

4.2 Processing personal data

- Make well-being calls – use 141 (to hide your identity) when calling pupils' parent's phone numbers
- Parents to call/email school if need to speak to class teacher – not personal phone numbers/ emails

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
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends

5. Safeguarding

- Vulnerable pupils and pupils with an EHCP are to be contacted by Federation Inclusion Manager at least twice weekly. This may be more regular if, in consultation with the Headteacher, it is agreed to be necessary for some families.
- Federation Inclusion Manager to inform Wendy Holmes if any children with EHCPs are not attending school
- Federation Inclusion Manager to inform Helen Parker (LA safeguarding lead) & Headteacher immediately if any safeguarding concerns regarding children not attending school arise
- Parents to sign (Parent Mail Form) Google Classroom Protocol Agreement (see appendix C)

6. Monitoring arrangements

This policy will be reviewed annually or as required by the Headteacher and it will be approved by the Governing Body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy (*see website*)
- Safeguarding and Child protection policy (*see website*)
- Data protection policy and privacy notices (*see website*)
- ICT and internet acceptable use policy (*see website*)
- E-safety policy (*see website*)
- Home-school agreement (*see Home School Diary*)

Appendices

Appendix A – Remote Learning if 10 day isolation period is triggered whole class bubble (partial closure)

When providing remote learning, teachers are responsible for:

- Setting work – (if whole bubble is in self-isolation)
 - Work should be set for their class and the phase in the event of this staff member being absent.
 - Work set should be aligned as close as possible to the work set during a normal school day. E.g. English, Maths, Reading, Driver, Topic and assigned to pupils' abilities.
 - Work must be available on Google classrooms by 8:50am and will include a timetable to follow and the 'teaching' to be a blend of written information (PPT/Smart Notebooks) and video links
 - If a child/small number of children are self-isolating and teachers are still in school, then teachers will upload a timetable with relevant links to remote learning websites (e.g. Oak National Academy, BBC Bitesize etc.). This will mirror (where possible) the learning in school. Paper packs available if requested.
 - As normal, planning should be done across the phase to ensure consistency for all, although alterations may be made in order to adapt to the online systems available.
 - Pupils who do not have access to a device either to borrow a school laptop through the loans system (if available) or arrange collection of a 2 week paper copy of age appropriate work. (Two levels of differentiation paper pack – & EHCP pack if needed)
- Providing feedback on work:
 - Pupils may choose to upload photos of their work onto Google Classroom. Alternatively, parents can email pupils' work/questions to the phase email. Same expectations apply; teachers to respond during school hours. After short term isolation, pupils are asked to return their work to school and work will be discussed with the pupil.
 - Teachers will communicate with parents/pupils via phone twice a week to support learning based on parent feedback
 - Teachers to feedback via Google Classroom beneath the uploaded work – commenting steps forward if appropriate or via the email if parents have contacted teachers.
- Keeping in touch with pupils who aren't in school and their parents:
 - All staff should monitor contact with their pupils. If not online, then at least twice weekly contact is the minimum by telephone.
 - Staff to upload Call Logs into folder onto Server
 - There is no expectation to address Google Classroom comments from pupils/parents outside of normal school working hours.
 - Staff should ensure that any concerns/ complaints are referred to a member of the SLT as is normal practice. Any safeguarding concerns must be reported immediately to any of the 3 Designated Safeguarding Leads and must be recorded on CPOMs. (see below)
 - Staff should alert a member of the SLT if a child is not completing work whilst at home and a decision will be made whether a phone call from the class teacher or a member of the SLT is in order.

- Attending virtual meetings with staff, parents and pupils
 - Staff should ensure that they are appropriately dressed when delivering lessons or attending virtual meetings.
 - Staff must make sure that locations are carefully considered and are appropriate (including background)

Appendix B – Remote Learning if National Lockdown is triggered (government 'full closure' but open to Key Worker and Vulnerable Children)

- Depending on number of children attending school - across the phase - teaching in class and remote teaching to be shared (all staff in school, remote teacher working in spare classroom, again depending on number of children)

- In order to offset the following expectations, over the course of the lockdown period, there will not be regular staff meetings, Middle Leader meetings or the running of any clubs.

Teacher recorded videos - when displaying/recording their screen, staff will ensure there is no confidential material displayed on their desktop or on an open tab.

When providing remote learning, teachers are responsible for:

- Setting work -
 - Work should be set for their class and the phase in the event of this staff member being absent.
 - Work set should be aligned as close as possible to the work set during a normal school day. E.g. English, Maths, Reading, Driver, Topic and assigned to pupils' abilities.
 - Work must be available on Google classrooms by 8:50am and will include a timetable to follow and the 'teaching' to be a blend of written information (PPT/Smart Notebooks) and video links/teacher videos
 - As normal, short term planning should be done across the phase to ensure consistency for all, although alterations may be made in order to adapt to the online systems and paper packs available.
 - Remote teacher to collect and organise paper packs for those unable to access internet or otherwise requested - Phase Leader to provide office staff with lists - children receiving packs/all children abilities in relation to packs
 - Short Term Planning - where it is not possible - may deviate from Medium term Planning - e.g. PE, making aspect of DT, Art etc.
 - Pupils who do not have access to a device either to borrow a school laptop through the loans system (if available) or arrange collection of a weekly paper copy of age appropriate work. (Two levels of differentiation paper pack - & EHCP pack if needed)
 - KS2 offer 'live check ins' twice a day - run through the day, opportunity for questions and feedback. TA to attend - Safeguarding.
- Providing feedback on work:
 - Remote teacher check for comments from 9:30am onwards - at least hourly
 - Remote teacher to Pupils may choose to upload photos of their work onto Google Classroom. Alternatively, parents can email pupils' work/questions to the phase email. Same expectations apply; teachers to respond during school hours. After short term isolation, pupils are asked to return their work to school and work will be discussed with the pupil.
 - Teachers will communicate with parents/pupils who are not in school via phone once a week to support learning based on parent feedback.
 - Teachers to feedback via Google Classroom beneath the uploaded work - commenting steps forward if appropriate or via the email if parents have contacted teachers.
- Keeping in touch with pupils who aren't in school and their parents:
 - Remote teacher to collect lists from with phase of those pupils not in school and organise well-being weekly phone calls across the week, direct TA to support

- Calls - if families have been unable to be contacted and they are a family of concern - office to send a reminder Parent Mail message and family are made a priority - then as states in main document SGLs to be notified
- Staff to upload Call Logs into folder onto Server
- Remote teacher to monitor online register and record
- There is no expectation to address Google Classroom comments from pupils/parents outside of normal school working hours.
- Staff should ensure that any concerns/ complaints are referred to a member of the SLT as is normal practice. Any safeguarding concerns must be reported immediately to any of the 3 Designated Safeguarding Leads and must be recorded on CPOMs. (see below)
- Staff should alert a member of the SLT if a child is not completing work whilst at home and a decision will be made whether a phone call from the class teacher or a member of the SLT is in order.
- Attending virtual meetings with staff (if not in school), parents and pupils
 - Staff should ensure that they are appropriately dressed when delivering lessons or attending virtual meetings.
 - Staff must make sure that locations are carefully considered and are appropriate (including background)

Appendix C – Google Classroom Protocol

A letter with the following expectations has been sent to all families and has been made available on the school website.

- Live check ins
 - o Teachers post time and link to be shared on the Google Stream
 - o Pupils make sure they're in a quiet place
 - o Pupils log on a few minutes before the live link is activated
 - o Pupils turn camera and microphone off before they join
 - o Pupils may be asked to unmute their microphone to give a verbal response to the teacher
 - o Pupils may use the raise hand function to request to speak
 - o Pupils may use the chat function to ask questions and share answers in relation to teacher questions/school work only
 - o When live check ins have finished, pupils will be asked to leave the Google Meet, once all pupils have left the teacher will be the last to leave and the link is then deactivated. Pupils must not join the link again once the session has ended
 - o Another member of staff will also be present during the live check ins and these sessions will be recorded for safeguarding purposes only
- Google Classroom stream
 - o Pupils are encouraged to comment on the register each day
 - o Photographs/copies of work to be shared on the stream
 - o Pupils are encouraged to write questions/responses to teachers and work on the stream
 - o Pupils can comment to each other once school work has been completed - these comments must be in line with our 5 Star Promises and be kind, polite and respectful
 - o If pupils would prefer to not share their work/ask questions via the stream then parents/ carers can message the phase email or ring school directly