Remote learning policy

Approved by:	Full Governing Body	Date: 14th October 2020
Last reviewed on:	New Policy	
Next review due by:	September 2021	

Contents

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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

At Kenmore Park Infant & Nursery school all teaching and teaching support staff are required to contribute to our remote learning. Remote learning will be an established practice at the school from October 2020 implemented to support weekly homework tasks during unprecedented times to avoid the handling of materials between home and school that could potentially carry and transmit germs/virus. The intention is to ensure that parents and pupils become familiar and accustomed to this way of supporting their child's learning in partnership with the school so that they can easily adapt to increase remote learning in the event of a partial or full lockdown. It will also be activated if a child presents with COVID associated symptoms and is required to be absent from school – self isolating or seeking a test to confirm they have the Coronavirus.

The year group leaders and inclusion lead will oversee and monitor to ensure adequate remote learning is provided and differentiated to support all groups of learners including those with special educational needs.

2.1 Teachers

When providing remote learning during a partial or full lockdown, teachers must be available between 9 a.m. – 4.00 p.m. Monday to Friday term time only.

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. At such times the school would look to cover their responsibilities by requesting the support of the class based teaching assistants and also the year group support teacher.

When providing remote learning, teachers are responsible for:

Setting work

- For all pupils in their class

- Lesson content should be planned and the learning content should reflect the learning opportunities offered in full time school.

- Work should be set, daily, preferably, but at least in line with the number of hours they are expected to teach when in class.

- Work should be uploaded onto accessible systems for pupils – Class Dojo, MyUSO and parentmail

- Year teams to ensure consistency across all classes within the phase, this will be the responsibility of the year group leads.

- Ensuring activities cover the breadth of the Primary Curriculum.

- This includes activities to support pupils' mental and physical well-being.

- Provide web links to videos and resources to support the learning tasks.

- Allocating books for the children to read via Bug Club within the child's reading band and ability

- Setting spelling using J2 Blast

- Providing logins to MYUSO and study ladder.

- Responding to work uploaded to the pupils' portfolios in MyUSO.

Providing feedback on work:

- Some activities will provide direct information about pupils' achievement and access e.g. Bug Club re: the number of books read and time spent reading the books/completing the challenges.

- Work can be uploaded via USO into the pupil's portfolio for the class teacher to mark and give feedback via Class Dojo.

- Parents can upload videos of their children reading and teachers can comment and provide feedback on next steps via Class Dojo

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

- Teachers and parents communicate via Class Dojo which also offers parents translation of the teachers' communication in their home language.

- Teachers **will not** call parents from their personal devises.

- Where a parents has not made contact with the class teacher via Class Dojo, the class teacher or designated adult will phone and/or email the parents during school hours to find out how they can support the home learning and where a mixture of paper copies are required this will be arranged.

- Where a member of staff receives a complaint or concerns shared by a parent or pupil for any safeguarding concerns, the teachers should refer to the section below re: notifying the DSL.

- Where pupils fail to complete work, the class teacher will in the first instance make attempts to encourage parents to ensure their child is completing the work set via Class Dojo. However, due to the age of the infant school pupils they are dependent on the support of adults to complete tasks and supervision. Repeated failure to complete work or engage in remote learning/home learning can be escalated to the DSLs who will contact parents, offering first, advice and support. Each situation will be reviewed and responded to based on

the personal circumstances of the families concerned. Where deemed the most appropriate action the DSL will contact children services and/or make a CAF referral.

- Attending virtual meetings with staff

  - Staff are welcome to discuss school issues with parents, this is done via phone conversations using the school phone and not personal devises.

  - Staff are expected to join in virtual year group meetings as requested by the year team leader. SLT meetings have been held via Zoom and shared work task carried out using Teams.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their contracted working hours which can vary.

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 and provide appropriate evidence depending upon the circumstances.

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

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

  - Pupils from within the class they support

  - SEN learners they support on a 1 to 1 or as part of a focused group

  - Pupils supported on interventions

  - Support with differentiated tasks

  - Contact and support should be offered through Class Dojo.

  - Support staff may also make contact by phone with the parents of SEN learners to offer further support and advice.

> Attending virtual meetings

  - Where applicable Teaching assistants will be available during their contracted hours to attend virtual meetings/CPD, take phone calls and respond to official emails/texts with teachers, line managers require to support their work.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

  - Providing support across the school as they would in normal circumstances, this could involve specialist advice, selecting and distributing resources and keeping colleagues abreast of developments and best practice in their field

  - They may from time to time review the curriculum content and priorities key knowledge and skills to support remote learning.

  - They will sign post/ alert colleagues to resources to support and complement their remote learning and also to support pupil mental health and well-being.

  - From time to time subject leaders may request samples of work produced and shared by learners in order to monitor the quality of the learning, work and effectiveness of the curriculum coverage.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating with the support of the schools computing curriculum lead the remote learning approach across the school

- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set in addition to requesting feedback from pupils and parents

- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSLs are responsible for all areas of safeguarding, including the additional responsibility of ascertain the best way of ensuring the current Safeguarding Policy can be implemented in periods of remote learning. DSLs are available out of hours in cases of emergency.

2.6 IT staff

Our technical support Wilbird are responsible for supporting the school with:

- Fixing issues with systems used to set and collect work

- Helping staff 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

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 via their parent where they are 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 – staff should look to point parent towards any resources to support if they're struggling

- Be respectful when communicating or raising concerns with 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
- Issues with behaviour – talk to the relevant head of phase or year
- Issues with IT – talk to IT staff from Wibird or the persons within school responsible for IT
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- access the official school data, such as on a secure cloud service or a server in the school IT network
- Personal data relating to families will be made available and all staff are required to manage this data in line with the school's GDPR policies.
- Staff should ensure personal devices used to remote teach, e.g. their home computer does not breach data protection laws or school's GDPR protocols. Staff must seek advice if they are unsure.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as personal emails, addresses, and telephone numbers 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 should adhere to the schools Safeguarding and Child Protection Policies and practice. However, during these unprecedented times they should also keep abreast of any safeguarding advice and protocols recommended by the government to supports safe remote learning and practice online.

6. Monitoring arrangements

This policy will be reviewed annually in the first instance due to current unprecedented circumstances and then adapted accordingly thereafter.

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

> Whistleblowing policy

> Online safety policy

Date of policy: October 2020

Person responsible: Rutinderjit Mahil-Pooni

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Date of next review: September 2021