Remote Learning policy

Signed by:

……………………………………………………….. ………………………………………………………………

Chair of Governing Body   **Headteacher**

Date ………………………………..

1. <u>Introduction</u>

This policy 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 regard to remote learning
- Provide appropriate guidelines for data protection

2. <u>Roles and responsibilities</u>

2.1 Teachers

When providing remote learning, where whole classes are shut down, teachers will be available between the normal hours of the school day; 8:45 – 3:15. If they are 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 procedures.

During a class closure or during national school closures, teachers are responsible for:

- Running their google classroom or tapestry (EYFS) to set work for completion at home
  - Creating a weekly timetable of remote learning to be shared with parents/carers and children. This should be similar to that taught in school and include subjects from across the curriculum. Details of the amount of learning to be set will be outlined in the 'remote learning offer' published to parents at the time of the school closure/national lockdown
  - Ensuring the timetable includes a range of live and pre-recorded lessons, some of which may make use of high-quality resources such as The Oak National Academy or White Rose Maths
  - Liaising with colleagues within their year group/phase to ensure consistency in expectations for the remote learning set
  - Ensuring children know how to complete the work, hand it in, upload photographs of written work and access the feedback given to them
  - Marking and feeding back on children's work
  - Ensuring children are aware of how to interact on the online platform and what the rules and expectations are
- Providing feedback on work:
  - Pupils can send in any completed work to their teachers via google classroom or tapestry
  - Feedback may include: comments written and sent to the child; voice recorded comments, uploaded by the teaching staff, on the work completed by the children on the online platform; whole class verbal feedback, in live lessons, with misconceptions addressed; verbal feedback, to individual children, in live lessons or during telephone calls home.
  - Some remote learning may be in a 'quiz' form and, therefore, children will receive instant feedback as the quiz marks their answers
  - Answers may be provided for children to self-assess their work
  - Teachers may delegate marking and feedback on some of the children's work to the support staff or additional adults within the class. The teacher is responsible for overseeing the quality of this feedback

Work will be marked and feedback shared within an acceptable time frame as directed by senior leaders. Teachers should aim to feed back on work before the subsequent piece of work is completed, allowing children to improve/edit/correct their work.

- Keeping in touch with pupils and parents:
  - o Monitoring engagement with remote learning and raising any concerns, via the welfare checks or to a senior member of staff, should they feel uncomfortable in any way regarding contacting a pupil/parent (safeguarding or other). Welfare forms used to record contact with children at home during this time
  - o Interaction through regular live sessions with children
  - o Responding to messages to parents/carers in line with the expectations set out in the communication policy
  - o Discussing concerns with their line manager, should work consistently not be completed
- Attending virtual meetings with staff, parents and pupils:
  - o During a bubble isolation/national lockdown, pupils and their teachers are expected to attend virtual live sessions daily and across the week.
  - o Staff must adhere to the school's Code of Conduct in terms of professionalism, dress code and other expectations
  - o Avoid areas with background noise and use plain backgrounds, which can be changed via the 'background' function of the virtual meeting
  - o Expectations for conduct during live lessons is available for parents/carers, teachers and pupils
  - o Concerns around conduct during virtual meetings will be reported to a senior member of staff

In the event of individual pupil self-isolation, class teachers may direct the parent to work set on google classroom/tapestry, lessons on Oak National Academy or send paper copies of work home.

2.2 Teaching assistants
Where whole classes are following remote learning, teaching assistants must be available between their normal working hours. During this time, they are expected to check work emails and be available when called upon to support children with their learning. If they are 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:
  - o Working 1:1 with a child; supporting them in accessing and completing more appropriate remote learning
  - o Supporting the teacher in monitoring remote learning and contacting individual children/parents as directed by the class teacher
  - o Attending virtual meetings with teachers, parents or pupils where directed by the class teacher or SENDCO. This may be for a safeguarding meeting, CPD meeting or running an intervention group

2.3 Subject Leads
Alongside their teaching responsibilities as outlined above, subject leads are responsible for:
  - o Supporting teachers with relevant online learning
  - o Alerting teachers to resources they can use to teach their subject remotely

Considering whether any aspects of the curriculum needs to change to accommodate remote learning

2.4 SENDCo
Alongside any teaching responsibilities, the SENDCo is responsible for:
- Ensuring all children with an EHCP or identified needs have appropriate provision for remote learning
- Liaising with parents of children with SEND to ensure they are supporting with remote learning
- Supporting teachers to ensure children with SEND have appropriate learning opportunities during remote learning
- Supporting teachers to effectively deploy teaching assistants, including those working 1:1 with children, during bubble closures, national lockdown or individual isolation. This includes ensuring a consistent school-wide approach to providing 1:1 support remotely and monitoring the effectiveness of this.

2.5 Senior Leaders
Alongside any teaching responsibilities, senior leaders are responsible for:
- Co-ordinating the remote learning approach across the school
- Communicating Weddington's remote learning offer, in the case of a whole school closure / national lockdown, with the whole school community
- Monitoring the effectiveness of remote learning through: feedback from teachers and parents; reviewing work set by teachers weekly; monitoring levels of pupil engagement; reviewing learning gaps and progress upon a return to school, if appropriate
- Monitoring the security of remote learning systems

2.6 Designated Safeguarding Lead
The DSL is responsible for safeguarding as set out in the Child Protection policy including the Covid-19 amendments and:
- Maintaining contact, collating or passing on information and responding to any concerns
- Ensuing regular contact with children/families with an allocated social worker, vulnerable families and Children Looked After (CLA).

2.7 Pupils and Parents/Carers
Staff can expect pupils learning remotely to:
- Be contactable during the school day
- Attempt to complete the work set to the best of their ability
- Seek help if they need it, from their teacher or another member of school staff
- Alert teachers if they are not able to complete work set
- Adhere to online safety guidelines

Staff can expect parents/carers with children learning remotely to:
- Seek help from the school if they need it through phone calls or messaging on our online platforms
- Make the school aware if their child is unwell or cannot complete work for other reasons
- Follow our Communication Policy, when communicating with staff, to ask questions or raise issues/concerns regarding remote learning

2.8 Governing Body

The governing body is responsible for:

- o Monitoring the school's approach to providing remote learning to ensure education remains of as high quality as possible
- o Ensuring that staff are certain that remote learning systems are secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

- o Issues in setting work – talk to their phase leader, subject leader or a member of the SLT
- o Issues with behaviour – talk to the SENDCo or a member of the SLT
- o Issue with IT – talk to a member of the SLT or a computing subject leader
- o Issues with their workload/wellbeing – talk to the Headteacher or Deputy Headteacher
- o Issues about data protection – talk to the school data protection officer (School Business Manager)
- o Concerns about safeguarding – talk to the DSL

4. Data protection

5. Accessing personal data

When accessing personal data, all staff members will:

- o Use devices made available to them by the school
- o The SLT and the admin team have the ability to locate personal details of families, when required, through securely accessing SIMS. The admin team and SLT are not to share their access permissions with other members of staff.

4.2. Accessing personal data

Staff members may need to collect and/or share personal data, such as email addresses or telephone contact numbers, as part of the remote learning system. Such collections of personal data applies to our functions as a school and does not require explicit permission. Staff are reminded to collect and/or share as little personal data as possible.

4.3 Keeping devices secure

All staff will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- o 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)
- o Ensuring the hard drive is encrypted – this means that, 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
- o Making sure the device locks itself if it remains inactive for a period of time
- o Not sharing the device with family and friends

5. Safeguarding

Safeguarding remains key throughout this time and particularly during remote learning. The Child Protection Policy, and any added Covid-19 addendums, remain in place and should be followed at all times.

This policy will be reviewed as and when updates on remote learning are provided by the government.