

Remote learning policy

Broomwood Primary School



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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

If a class/year group/school is sent back into lockdown at any point then we will need to provide home learning for the children. The guidance from the government states:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

For home learning schools should:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
 - teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
 - provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos
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- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

In addition to this there may be occasions where individual pupils may have to self-isolate and it is the school's responsibility to ensure that they are supported in their learning whilst at home. The way this is managed will be different to the way in which the whole class/school will carry out home learning. This will be addressed at a later stage within the policy.

To manage remote learning, there are key responsibilities for different stakeholders which are set out below:

2.1 Teachers

The responsibility of teachers is to set appropriate work for all pupils, including those with SEND, in their class and provide regular feedback to sustain progression in learning.

When providing remote learning, teachers must be available between 8.00 and 4.00.

If teachers 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. Staff are expected to understand that if a class is sent home to self-isolate, children are entitled and must be provided with appropriate education and therefore to support parents, a timetable for home learning will be set and teachers should be available to interact with pupils accordingly. Flexible working will not be appropriate in such a scenario and if a teacher has to care for a child at home, three days across a 12-month period are allocated in a paid capacity for a full time member of staff.

When providing remote learning, teachers are responsible for:

- Ensuring that online learning starts with a virtual lesson at 9.30- time prior to this should be used to prepare and upload resources for the day. Teachers need to be available for pupils and parents between 9.00 and 12.00 and 1.00 and 3.00. Time after 3.00 should be used to support marking and preparing resources. Teachers should not respond to anything after 4.00.

Virtual lessons and Setting work

- Work to support virtual lessons or additional work should be uploaded to See-Saw. If for any reason this is not available, teachers must upload work to the class page on the website to make it easily accessible for parents. We also have to make hard copies available for parents who request it.
- Work needs to be set for all pupils in line with where they are up to in each subject area. All lessons provided should follow a sequence and build on prior learning. In order to support teacher workload, and so that more attention can be placed on feedback, teachers can utilise some online resources to support the delivery of key concepts. For Maths, teachers should draw on White Rose Premium, where possible, so that the children can access maths work books that link to the objectives being taught at any given time. Teachers can draw on Oak academy to draw on a progressive literacy unit for pupils- it must not be individual lessons, it must be a progressive set of lessons. Teachers should set work for topic that is in line with where they are up to at any given time. Children should be provided with a broad and balanced curriculum and therefore the topic lessons should draw on different subject areas.
- Teachers from pre-school- year 6 should aim to deliver three virtual lessons per day when it is required. The length of these sessions should be appropriate to the age of the child e.g in EYFS it is likely to be no more than 30 mins but from year 1 up, an hour will be allocated. This should include a literacy and maths session and some form of topic session in the afternoon. Preferable times are: 9.30,11.00 and 1.30 but this may change depending on the number of children self-isolating or if the

country goes into national lockdown where we will have to stagger times to support siblings across the school. Lessons will take place either via a zoom link or via Microsoft Teams. Where the class teacher is poorly with COVID, members of the SMT will deliver virtual lessons to any specific age group but will only complete learning in relation to literacy and maths.

- Although children in pre-school, and most in nursery are only part-time, the class teachers should still aim to deliver three virtual sessions where the focus may be around story or song, or early maths. Other learning activities to support ongoing learning should then be uploaded to see-saw
- Teachers in reception should also aim to do three virtual lessons. One where the aim is phonics and the other where it is focused on Number and the final one linked to the current topic. Teachers should plan progressive learning activities for the afternoon sessions and be available to liaise with parents where appropriate.
- As we have a high proportion of children with SEND in the school, teachers need to be as inclusive as possible. Work uploaded to see-saw must be more tailored towards children who have SEND. Where it is difficult for a child with SEND to join a whole class virtual lesson, the SENDco will liaise with parents to offer a virtual session to target an individual's needs.
- Some children may not be able to access the technology from home and therefore it is the teacher's responsibility to ensure that a pack of work can be created so that the pupil has a hard copy of all of the resources that they need. Ensuring that GDPR is implemented, the teacher must have communication with this pupil during the period that they are off school. This is likely to be via a telephone call. The teacher must liaise with the school office for appropriate information. Where teachers know that there are families who are struggling due to the lack of technology, they must liaise with the headteacher. As the DFE have provided the school with a number of laptops, agreements will be set up with parents for pupils to use laptops for the period of self-isolation or during any period of national lockdown. Technology will be provided initially to those families who do not have any technology at home and then families who only have access to a mobile phone. Once these families have been targeted, we will consider families where they have more than one child but only one device.
- Teachers must liaise with their parallel teacher in order to ensure that there is some consistency with what is being taught.
- Teachers need to liaise with any teaching assistant that may be off that links to a particular bubble/class in order to utilise them to support individual pupils.
- Teachers must provide frequent explanations of content- this needs to be an audio explanation of the learning, not just the task. This can be done via a video or audio link. Over reliance on power point and worksheets should be avoided with new content.

Providing feedback on work:

- Once children have uploaded their work to see-saw, feedback should be given by the next day. This should be seen like marking the children's books and it is vitally important that the children feel that their work is valued. Feedback can be given in an audio or written capacity on see-saw. It is important for the continued progression in learning that misconceptions are tackled early on.

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

- The main communication with pupils and parents should come via see-saw through audio or written communication. If a longer email is required, teacher may use their school email address but they must CC the headteacher or deputy into any correspondence sent out and depending on the circumstance, have the email checked before it is sent out. If an occasion arises where a virtual meeting is required, the teacher needs to liaise with the head or deputy so that they can be present in the meeting.
- If a child is not engaging in their home learning, the headteacher or deputy must be informed so that they can liaise with the parents to consider what the problems are.
- If there are any complaints given by parents, the headteacher or deputy must be informed immediately and they will manage it.

- If there are any safeguarding concerns that are disclosed during remote learning, the safeguarding lead or the deputy safeguarding lead must be informed immediately.
- If any behaviour issues arise during remote learning, this needs to be directed to the headteacher or deputy and they will set up a virtual meeting with the pupil's parent.

Attending virtual meetings with staff, parents and pupils:

- Virtual meetings with parents or pupils should only happen with the agreement of the headteacher or Deputy and another staff member must be present with any virtual meeting.
- Dress code must be professional on screen and those involved in the virtual meeting should take close consideration of the background that someone else can see.

Pupils who are self-isolating:

There will be a number of occasions where a pupil may have to self-isolate such as: returning from an 'at risk' country; someone at home displaying symptoms; track and trace contact. This pupil is still entitled to education and work must be provided to them in order that they can keep up with their peers. In such a scenario the following must be implemented:

- Work that you are doing in the class on any given day will need to be uploaded to see-saw so that the pupil can access the same work. It may be possible for the learning to be via zoom, as long as all safeguarding measures are in place. It might be possible for a teaching assistant to engage with the pupil during the lesson so that pupil is supported. The headteacher or deputy must be informed if you want to carry out a virtual lesson.
- If the child uploads work, then it will need to be marked in an audio or a written way.
- The teacher must call the pupil at least two times during the week to see how they are managing. Liaise with the headteacher or deputy if any concerns arise.
- If a pupil does not have access to technology, hard copies of all of the work will need to be prepared.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.00 and 4.00. Teaching assistants need to support with the delivery and providing effective feedback to pupils who are remote learning from 9.00-12.00 and 1.00-3.00. Preparation of resources or further discussions with the class teacher should happen at either end of these 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. Staff are expected to understand that if a class is sent home to self-isolate, children are entitled and must be provided with appropriate education and therefore to support parents, a timetable for home learning will be set and teachers should be available to interact with pupils accordingly. Flexible working will not be appropriate in such a scenario and if a teacher has to care for a child at home, three days across a 12-month period are allocated in a paid capacity for a full time member of staff.

If the class teacher you are working with is not providing sufficient guidance or you are being asked to carry out something that you do not believe is part of your role, then please liaise with the headteacher or deputy.

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

- Liaising daily and regularly throughout the day with the class teacher
- To go online with the class teacher when they are delivering virtual lesson
- Support the class teacher in adapting the work for children with SEND
- Support with some feedback, particularly for the children with SEND
- Prepare resources for the children who you would normally carry out intervention with and upload it if that child is working remotely
- Be available for any virtual meetings that need to take place

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 – 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

Alongside any teaching responsibilities, senior leaders are responsible for:

- To order laptops via the Dfe website, when we are informed that we have a specific allocation for families within our school community.
- Co-ordinating the remote learning approach across the school – the head, deputy and SENDco will ensure that appropriate work is set for all pupils
- Monitoring the effectiveness of remote learning – Senior leaders will monitor the remote learning via see-saw and provide feedback to teachers and address any issues that arise. Feedback will be collected from parents and pupils and given to the class teacher
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations
- Providing virtual lessons to pupils across the school when a teacher is poorly

2.5 Designated safeguarding lead

The DSL is responsible for:

- Managing any safeguarding concerns that arise through remote learning. In the DSL's absence the deputy safeguarding lead will oversee the concern.

2.6 Computing lead

The computing lead is responsible for:

- Supporting staff to fix any technical issues they are experiencing. Support staff in liaising with computeam where necessary. Whilst support is available from the computing lead, teachers need to address some of their own issues via computeam
- 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
- Support the headteacher in ensuring that pupils who don't have access to technology at home are offered laptops from school. The computing lead needs to ensure that the technology agreement is signed by parents and that they understand how to sue the technology when in their home environment.

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 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- 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, SENCO, head or deputy
- Issues with behaviour – talk to the head or deputy
- Issues with IT – talk to computing lead, computeam or deputy
- Issues with their own workload or wellbeing – talk to the head or deputy
- Concerns about data protection – talk to the head or SBM
- Concerns about safeguarding – talk to the DSL or DDSL

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes:

- Teachers and teaching assistants can liaise with their pupils via a secure online platform- see-saw. Teachers should upload work via their Ipad or their school laptop
- If a staff member requires any further information about a child, this will be sent via a password protected document

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as their school email address 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- done by the school
- Keeping operating systems up to date – always install the latest updates

5. Safeguarding

- The safeguarding policy will be updated in relation to any updated information set out from central government in relation to remote learning. This will be monitored by the headteacher.

6. Monitoring arrangements

This policy will be reviewed every term by the headteacher. At every review, it will be approved by the curriculum committee.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and coronavirus addendum
- Data protection policy and privacy notices
- Computing and internet acceptable use policy