

# Remote Learning Policy

St Mary's RCVA Primary School



**Approved by:** Staff & Governors **Date:** Sept 20

**Last reviewed on:** [Date]

**Next review due by:** [Date]

## **Government Guidance - Remote education support**

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September 2020. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, we expect schools to:

- 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

When teaching pupils remotely, we expect schools to:

- 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 or videos
- 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

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

The government will also explore making a temporary continuity direction in the autumn term, to give additional clarity to schools, pupils and parents as to what remote education should be provided. DfE will engage with the sector before a final decision is made on this.

## **1. Aims**

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils
- 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 will be available between 8.30-4.00pm where possible depending on their own family circumstances.

(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 providing remote learning, teachers are responsible for:

- Setting work:
  - The Class that they are responsible for and/or the bubble that they are working in during a partial closure (lockdown restrictions)
  - *For individual self-isolation – Families will receive an email from the Class Teacher to remind them of all e-learning log in details. Children will be encouraged to access resources on Oak Academy and BBC Bitesize. Staff will also attach a weekly plan to work through. Families should email the class email account with any examples of work completed at least twice in the week.*
  - *In the event of a bubble self-isolating because of an outbreak of coronavirus/partial/full closure*  
Weekly plans will be uploaded to the Class Pages on the school website which will outline daily lessons  
  
Plans will be uploaded by 8am on a Monday morning  
  
All work should be loaded to Class pages on Website in the first instance / We will review this once TEAMS is set up and CPD has taken place (Links can be added to FB but Parents will be directed to Website in first instance)  
  
Once TEAMS is set up we will arrange daily log in times for classes  
  
There will be liaison between Teachers and TAs to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work
- Providing feedback on work:
  - Feedback will be provided by texts and emails in the first instance (Email on T2P for whole class emails and class bubble email addresses for any individual messages (The Class email should only be used to reply to individual messages / no group emails should be sent from the class email so that parent email addresses are not shared)
  - Communication and feedback will also take place via TEAMS accounts once staff feel confident in its use
  - Children should be encouraged to send a message to their teacher/TA at the end of each school day with an aspect of learning they enjoyed/found difficult via email in the first instance and then TEAMS once it is set up

■ Keeping in touch with pupils who are not in school and their parents/carers:

- Regular contact will be made – daily and weekly where applicable (e.g. texts, emails, TEAMS, phone calls, website and FB page)  
Child not in school due to self-isolation – twice weekly  
Bubble closure – daily at set times TBA via either School Email/School Text/TEAMS
- School expectations are for answering emails from parents and pupils in school working hours 8.30-4.00pm (e.g. staff will not be available to answer emails outside of school working hours)
- Staff should pass any complaints or concerns shared by parents and pupils or any safeguarding concerns to HT and DHT through emails, telephone calls and CPOMS
- Staff will support families with barriers to access to remote learning – emails, telephone calls, equipment if necessary/possible
- Staff will monitor behavioural issues, such as children failing to complete work and the reasons why

■ Attending virtual meetings with staff, parents and pupils:

- Staff, parents and children will be made aware of appropriate dress code
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)
- Virtual meetings will only take place during a bubble or whole school lockdown
- If children are working at home due to self-isolating / quarantine then they will access class plans on school website. Pupils should access the remote learning plans and also access Oak Academy, BBC Bitesize, Espresso and all e-learning including mathematics, TT rockstars, numbots, epic, reading eggs and Charanga
- All children will be provided with a CGP catch up pack in the Autumn Term
- Staff will email families paper copies of learning when necessary and when appropriate
- Staff will provide differentiated learning/resources where applicable
- Remote learning provided will follow the long term, medium term and weekly plans that staff use for teaching in school (Some links to Powerpoints, stories, worksheets, websites may also be made available to support learning)

Remote Learning Provision will not include live streaming when staff are working in school if children can't attend. Links will be given to Oak Academy resources and staff may use other pre-recorded videos.

In the event of a partial/full closure staff will check in with children via TEAMS. This may include the setting of assignments, marking of work and some teaching from staff. (This will all be dependent on CPD, staff confidence and safeguarding arrangements)

*(If teachers will also be working in school, explain who will cover the responsibilities above during this time, or if they will still need to provide remote learning (and if so, whether there are any links between the in-school and remote provision – for example, streaming lessons in school to pupils who are unable to attend.*

*Should schools choose to provide remote education using live streaming or pre-recorded videos, guidance from the National Cyber Security Centre (NCSC) on [which video conference service is right for your school](#) and [using video conferencing services securely](#) could help schools to set up video conferencing safely, if this is the chosen approach.*

*In addition, [guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice on live, online teaching, and the [safeguarding guidance from London grid for learning \(LGfL\)](#) includes platform-specific advice.*

## 2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between [8.30-4.00pm].

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.

When supporting remote learning, teaching assistants are expected to work with class teachers to:

- Support pupils who are not in school with learning:
- Attend virtual meetings with teachers, parents and pupils:
  - Dress code – usual school wear
  - Locations (e.g. avoid areas with background noise, nothing inappropriate in the background)

If teaching assistants are working in school, they will be assigned to their usual class bubble. In the event of a full lockdown they will be assigned to the most appropriate bubble.

## 2.3 Subject leads (including SENDCO)

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the curriculum need to change to accommodate remote learning and to meet the needs of individual children
- Consider how approaches to remote learning are integrated into the wider curriculum design
- Work with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Work with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are reasonable and age-appropriate
- Monitor the 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
- Alert teachers to resources they can use to teach their subject remotely

## 2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school (Review of policy, plans and CPD)
- Understanding how approaches to remote learning are integrated into the wider curriculum design (Staff Meetings)
- Monitoring the effectiveness of remote learning – through regular discussions and meetings with teachers/TAs and subject leaders, reviewing work set or using feedback from pupils and parents (Staff meetings, staff discussions, questionnaires)

Monitoring the security of remote learning systems, including data protection and safeguarding considerations (Reacting to any concern)

## 2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring that the Safeguarding policy and addendums are up to date and that they are shared with all staff

## 2.6 IT staff / Computing lead

IT staff are responsible for:

- Fixing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they may experience
- 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

## **2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Complete work to the deadline set by teachers/TAs
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are unable 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 and timely when making any queries, concerns or concerns known to staff

## **2.8 Governing body**

The governing body is responsible for:

- Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible and is integrated into the wider curriculum design
- 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:

- Issues in setting work –relevant subject lead or SENDCO
- Issues with behaviour –relevant teacher or senior leader
- Issues with IT –IT staff /Computing leader
- Issues with their own workload or wellbeing – Head Teacher or Deputy Head Teacher
- Concerns about data protection –data protection officer
- Concerns about safeguarding –DSL – HT and DHT

## **4. Data protection**

### **4.1 Accessing personal data**

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

Explain:

- How they can access the data, such as on a secure cloud service or a server in the IT network
- Which devices they should use to access the data
- Add links to Acceptable Use Policy / Mobile Phone Policy

## **4.2 Processing personal data**

Staff members may need to collect personal data, such as email addresses, as part of the remote learning system.

Staff are reminded to collect as little personal data as possible online and to use school communication systems, not personal details or devices.

## **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**

See Safeguarding Policy

## **6. Monitoring arrangements**

This policy will be reviewed annually by the staff team, HT & DHT. At every review, it will be approved by [the full governing board/committee name/name or job title of individual].

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Safeguarding policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy