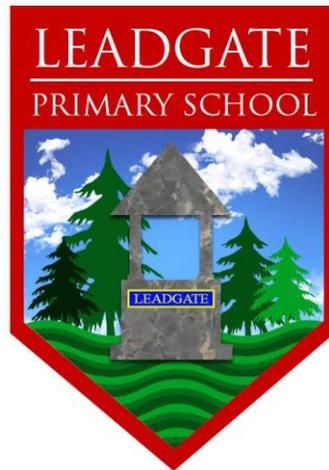


# Remote Learning Policy

Leadgate Primary School



<b>Approved by:</b>	Head Teacher	<b>Date:</b> September 2020
<b>Last reviewed on:</b>	15 <sup>th</sup> September 2020	
<b>Next review due by:</b>	September 2021	

## **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 9am and 4pm.

(If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, staff should report this using the normal absence procedure.)

When providing remote learning, teachers are responsible for:

#### **➤ Setting work:**

- Teachers will only be required to set work for their on class. This work should follow the classes regular timetable and be made available for each day that remote learning is enabled.
- In core subjects work should be differentiated to meet the needs of the pupil / group and where there are regularly weekly tasks like spelling – individual / phase / group spellings should be maintained.
- Teachers should provide sufficient work that would match their regular weekly timetable and allow sufficient time for each task to be completed in the home setting.
- When uploading work it should be accompanied by a timetable and Day session / time slot to be completed.
- Work needs to be set no later than 3pm the day before and be clear on which day and session this work is intended for. (timetables can be uploaded to the whole class on class Dojo)
- All remote learning work should be uploaded to Class Dojo – specially work for pupils to complete and submit for approval. Additionally work may be uploaded to the school website class Page.
- Subject Leaders should liaise with other teachers, to ensure consistency across the year/subject and to make sure pupils are accessing the correct areas of subject knowledge / skills development.

#### **➤ Providing feedback on work:**

- How they you access completed work from pupils.  
Staff will access completed work on class dojo and be able to respond by virtual marking, feedback and approval.
- This feedback can be shared directly with the child on class Dojo, feedback may also be messaged to parents.
- Feedback should follow the same basic principle as classroom feedback and should be positive, concise, identify areas for correction / development and be timely.

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

- You are expected to make regular contact with all the pupils within your class, if pupils / families are not responding to work / provision on class dojo then a weekly welfare call should be made to assess the barriers to pupil engagement and any additional family welfare needs.
- School expectations are that you will be available to respond to all work and assignment queries during normal work hours only. Any additional follow up should be responded to as soon as possible the next working day.

- Should you receive any complaints these should be handled by you as class teacher if they are in respect to work set. Additional complaints or concerns shared by parents and pupils should be passed as normal to a senior leader to deal with – for any safeguarding concerns, refer teachers to the section below
- Should barriers to learning be identified please pass this onto you deputy head teacher who will in consultation with the senior leadership team advise if school is able to resolve – eg. The supply of technology.
- Should a pupil be failing to complete work in a timely or appropriate manner firstly contact the parent/carer to discuss your concerns as other issues may be affecting the family situation before passing to a senior leader.

➤ **Attending virtual meetings with staff, parents and pupils:**

- Dress code should be smart and reflect your position and professional standing
- Locations which avoid background noise, where staff can ensure nothing inappropriate is happening or seen in the background, where other family members are not present or on screen.

## 2.2 Teaching assistants

When supporting remote learning, teaching assistants must be available between 9am and 4pm.

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 responsible for:

➤ **Supporting pupils who are not in school with learning:**

- They may be called upon to support in provision for those most in need for example by delivering packs, work, resources etc
- Creating resources for individuals to use
- Offering online support

➤ **Attending virtual meetings with teachers, parents and pupils:**

- Dress code should be smart but casual
- And held in Locations which avoid background noise, where staff can ensure nothing inappropriate is happening or seen in the background, where other family members are not present or on screen.

## 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
- 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 reasonable and age-appropriate
- Monitoring the work set by teachers in their subject – this will be achieved by reviewing the range and depth of work set to engage and promote subject leads subjects.
- 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:

- Co-ordinating the remote learning approach across the school – Headteacher
- Understanding how approaches to remote learning are integrated into the wider curriculum design
- Monitoring the effectiveness of remote learning – this will be achieved by reviewing the levels of engagement with individual platforms, monitoring feedback from parents and pupils, reviewing meetings with teaching staff at agreed periods, sampling of work set and range of differentiation.

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

## **2.5 Designated safeguarding lead**

The DSL is responsible for:

Please refer to the schools Safeguarding policy or any addendum to it

## **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
- 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 complaints 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 (Mrs Nesom)
- Issues with behaviour –relevant teacher or senior leader (Deputy Heads)
- Issues with IT –IT staff technician /Computing leader (Mrs Reed)
- Issues with their own workload or wellbeing – Head teacher or line manager (Deputy Heads)
- Concerns about data protection –data protection officer (Miss Weaver)
- Concerns about safeguarding –DSL (Mr Watson, Deputies Miss Weaver and Mrs Hannon)

## **4. Data protection**

### **4.1 Accessing personal data**

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

- Access DATA required for contacts using Hosted SIMS log ins. Access specific data shared by a senior leader and host remotely (One Drive)
- Any Devices used to access data should include at least 2 stage authentication and Data should not be accessible on immediate entry to the desktop.
- Please refer to the Acceptable Use Policy.

### **4.2 Processing personal data**

Staff members may need to collect personal data, such as email addresses or parent contact details, 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 any 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**

Please refer to our Safeguarding Policy

## **6. Monitoring arrangements**

This policy will be reviewed Annually by the Senior Leadership Team. At every review, it will be approved by Curriculum committee.

## **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