

POULTON-LE-FYLDE ST CHAD'S C of E PRIMARY SCHOOL



REMOTE LEARNING POLICY

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| Approved by: | Jonathan Leeming | Date: September 2020 |
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| Next review due by: | Whenever necessary | |

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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 due to COVID19
- 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 due to whole class isolation, teachers must be available to set work and give feedback on activities during the normal teaching hours of 8:50am and 3:30pm.

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 providing remote learning, teachers are responsible for:

- Setting work:
 - Will set work primarily for their own classes but may be involved in setting work for other classes especially in the area of their subject leadership.
 - Will provide daily learning for English and Mathematics and at least one other subject area.
 - Work will be published on Seesaw as early as possible from the time that a class is advised to isolate. When possible a week's worth of work will be released at a time to help parents/carers to plan for home-learning.
 - Work will be uploaded on Seesaw.
 - Pupils with limited access to devices will be provided with photocopiable resources or IT equipment when possible.
- Providing feedback on work:
 - Pupils will upload completed work onto Seesaw.
 - Teachers will indicate that they have seen the work by approving it and when appropriate they may feedback with a comment, mark, or icon.
- Keeping in touch with pupils who aren't in school and their parents:
 - Contact will primarily be made with parents / pupils through Seesaw. Here work expectations will be set, and work monitored. If parents require additional support / help they can contact the teacher through email. In the situation of a whole-class absence when deemed necessary and time permitting the teacher may phone parents/carers.

- Teachers should not answer emails outside of normal school hours 8:50 – 3:30.
- For any safeguarding concerns, see section 2.5
- In the situation of a whole-class absence, if pupils are failing to complete work or if teachers become aware of pupils failing to follow online policy parents/carers will be contacted initially by the class teacher either by telephone or by email.

➤ Attending virtual meetings:

- Teachers will follow all aspects of the code of conduct including dress code.
- When possible meetings will be conducted where there is little background noise and nothing inappropriate in the background.

If teachers are also working in school, the class TA or another member of staff will cover the responsibilities above during this time.

Teachers will be required to take regular breaks away from the computer or iPad to engage in other professional duties as much as circumstances allow e.g. Policy Development and to adhere to risk assessment.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available within their normal working 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.

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

➤ Supporting pupils who aren't in school with learning remotely:

- Working under the direction of the class teacher to monitor pupil work on Seesaw and communicate this with pupils and parents.
- Communicating with parents if the class teacher is unwell.

➤ Attending virtual meetings with teachers, parents and pupils:

- Teaching Assistants will follow all aspects of the code of conduct including dress code.
- When possible meetings will be conducted where there is little background noise and nothing inappropriate in the background.

If teaching assistants will also be working in school, another member of staff may take these duties.

2.3 Subject leads/SENCO

Alongside their teaching responsibilities, subject leads/Senco 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 through meetings and sampling work.
- 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

- › Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and feedback from pupils and parents
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL and deputy DSL are responsible for following up on any safeguarding issues that arise during remote learning. Teachers will report any concerns to the DSLs.

Insert details from your child protection policy or any addendum to it (we have a model you can adapt [here](#)).

2.6 IT

School will report IT issues to our provider as soon as they arise.

2.7 Pupils and parents

If pupils are not poorly, staff can expect pupils learning remotely to:

- › Be contactable during the school day – although it is understood that they will not always be in front of a device
- › To take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities
- › 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
- › Be respectful when communicating 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 or SENCO
- › Issues with behaviour – talk to member of SLT
- › Issues with IT – talk to admin staff who will contact our IT provider
- › Issues with their own workload or wellbeing – talk to HT
- › Concerns about data protection – talk to HT
- › 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 data on secure online platforms which are password protected
- Where possible use school equipment.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as parent/carer email 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.

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
- Not sharing the device among family or friends

5. Safeguarding

All staff members must be aware of the following safeguarding considerations for remote teaching:

- Only use school- registered accounts, never personal ones
- Don't use a system that has not been approved by SLT.
- Has admin/SLT audited the messaging and blogging functions on the chosen remote learning platform?
- Any additional needs of SEND and CP pupils.
- How can pupils ask questions or ask for help?
- Does the reporting process for safeguarding and child protection issues work remotely?

For more information and guidance, please refer to the [child protection and safeguarding policy](#) and the online safety policy.

6. Monitoring arrangements

This policy will be reviewed on a termly basis in the current academic year 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
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Scenario 1: Child/sibling(s) are absent from school awaiting test / isolating? This may be one child or several.

Note: The likelihood is that this would involve different children being absent at different times. This will make managing/monitoring work difficult as children may be off for different amounts of times.

- We will provide learning packs for children to work through at home if they are well enough. These packs will be **mainly paper-based** and will include two-weeks learning. Learning will include core and foundation subjects reflecting a broad curriculum offer. Pupils will only be expected to complete work tasks for days that they are absent. Pupils will bring work packs in to school when they return. If a child is absent more than once they will continue to work through the learning pack until they have completed the two-weeks learning. The teacher will create a new two-weeks pack if a child is absent for longer than two weeks.
- These packs will be sent home with children that are ill/display symptoms in school and will be available for collection for children that have developed symptoms at home. School is providing exercise books for children to record their remote learning in. For most pupils these are the same purple exercise books that were used during our previous lockdown. Early Years children have books that are more appropriate for their level.
- These packs will be provided for children who are absent who may have non-Covid symptoms because we do not want children to fall behind.

Scenario 2: A whole class and teachers are isolating for 14 days?

This would likely be for a period of 14 days unless another child developed symptoms when it could be longer. We would take advice from public health officials.

If teacher and TA are well but isolating, both can jointly monitor pupil work. If the teacher is unwell, the TA will take the lead role in monitoring pupil work.

For Years 1- 6 the following work will be set for pupils:

English:

"Talk for Writing" fortnightly units will be set on Seesaw.

EYFS & KS1 will use Phonics Play

SPAG and Maths CGP books used for KS2 (where possible to send home)

Reading books taken home and the expectation is that pupils read for 20-30 minutes every day.

Mathematics:

White Rose Maths from website subscription which include videos and activities / independent tasks.

Some classes will use other platforms to help hone fluency skills. Times table rock stars will be used from Year 3 - 4.

EYFS will use number blocks and supporting resources from NCETM.

Science:

Class teachers will use resources to best support the learning that would have happened in class. Oak Academy resources may be used to help supplement this.

Computing:

The focus will be coding units found on Purple Mash.

Foundation subjects:

Class teachers will use resources to best support the learning that would have happened in class.

Oak Academy resources may be used to help supplement this.

Where will work be set?

Two weeks' worth of learning tasks will be set-up on Seesaw and in the event of 2 weeks isolation these will be published / shared with parents a week at a time to give parents the opportunity to help with planning their child's learning.

The expectation (in line with DfE guidance) is that children will be engaged in learning tasks for the equivalent time as in a normal school day.

How will work be monitored?

Pupils will be expected to upload at least one piece of work each day onto the seesaw app. Teachers and TAs will indicate that the work has been monitored by approving it. When appropriate Teachers will add comments to pupil's work.

Where will pupils record their work?

Pupils will use exercise books provided by school. There may be instances where learning is online or where it is not appropriate to record.

How will we communicate with parents / pupils?

The primary platform for communication will be the Seesaw app.

Time permitting teacher / TA will record an audio / video of a story / class reader.

*Microsoft Teams will be used daily. See **Remote Learning offer** for further information.*

Parents will be signposted to collective worship videos that the rest of school will be accessing.

Laptops that were released to parents will be released back if admin can be arranged otherwise paper packs will be available for collection.

Please note: There may be a scenario in between 1 and 2 where there are so many children absent from a class that the teacher takes the decision to move to a whole-class remote learning as in scenario 2 with pupils in class and at home working on the same content.

Scenario 3 School-Wide lockdown

SEE REMOTE LEARNING INFORMATION 2020/2021 FOR PARENTS DOCUMENT ON SCHOOL WEBSITE

This appears to be an absolutely last resort for Primary schools and is therefore the least likely option.

Likely to be short term this time and will likely include us looking after vulnerable/key worker pupils so there will be additional demands on Teachers / TAs.

- **School staff will be put on a rota to look after key worker children. The numbers on the rota will depend on the numbers of key worker children and the size of bubbles designated by officials.**
- **Pupils will be set work as in scenario 2, however, work may not be monitored on a daily basis as staff may be working with key worker children.**

For all information regarding Remote Learning for Autumn Term 2021, please see ‘Remote Learning Information for pupils who have received a positive COVID result’ document on the school website.