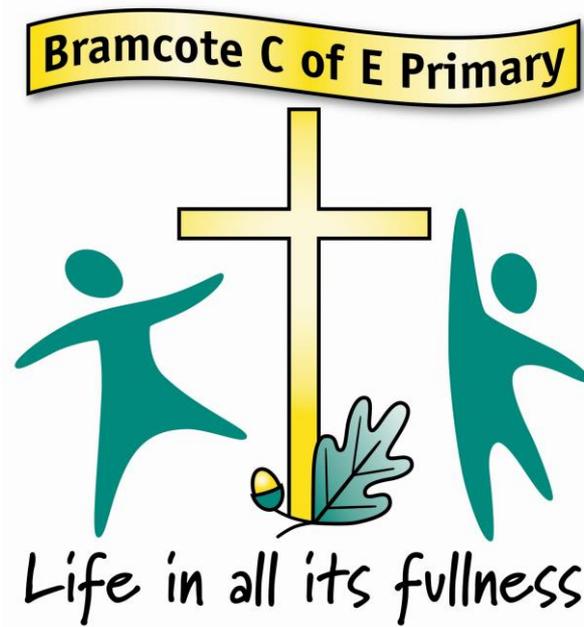


BRAMCOTE C OF E PRIMARY SCHOOL



REMOTE LEARNING POLICY AUTUMN 2020

Approved by: Strategic Development Committee

Date: 9th November 2020

Last reviewed on: 9th November 2020

Next review due by: November 2021

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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

2.1 Teachers

When providing remote learning, teachers must be available between 8.30am-3.45pm daily.

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;

- › For the children in their class bubbles.
- › Sufficient to meet the needs and expectations as laid out in the weekly timetable
- › At the latest, by 3.45pm on the day before the work is expected to be completed
- › Ensuring that this work is uploaded either via class dojo or class email as directed
- › Liaising with their colleagues, to ensure consistency in expectation, quantity of work set, clear progression between year groups and work is accessible to families with limited access to devices.

PROVIDING FEEDBACK ON WORK;

- › In line with our school marking policy all work set and submitted by the children to their class dojo individual portfolios should be acknowledged, this could be simply with a "smiley" or "thumbs up."
- › More detailed comments can also be left using the message facility on class dojo individual portfolios. If appropriate a telephone call may be required to follow up a particular question or concern (using school phone or home phone with tracking disabled).

- › All submitted work should be reviewed by the end of the week and arrangements for further support or follow up made with parents.

KEEPING IN TOUCH WITH PUPILS WHO AREN'T IN SCHOOL AND THEIR PARENTS:

- › Through regular contact as directed by Senior Leaders
- › Via daily class dojo, weekly emails, and where required phone calls home
- › Only responding to emails during the school working day between 8.30am-3.45pm
- › Referring any concerns to a senior member of staff, should they feel uncomfortable in any way regarding contacting a pupil/parent (safeguarding or other)
- › Chasing up where a child has not completed work remotely through phoning parents
- › Discussing concerns with the HT, should work consistently not be completed and agreeing next steps

ATTENDING VIRTUAL MEETINGS WITH STAFF, PARENTS AND PUPILS IF NECESSARY:

- › Where possible the staff member/s attending the virtual meeting should be located in school
- › Adhere to the School's Code of Conduct in terms of professionalism, dress code and other expectations
- › If a virtual meeting is with the pupil/s only, another member of staff should always be present and should not enter or remain in such a meeting, without this being the case
- › Where it is felt appropriate, two staff members can be present at a virtual meeting, e.g. a child protection issue or where previous issues have arisen which have given rise to concerns
- › To avoid areas with background noise and with to use plain backgrounds

COMBINING HOME LEARNING WITH IN CLASS PROVISION

- › In some cases, there may be a necessity to provide remote learning for some children whilst continuing to provide in class teaching for other children. Where this is the case, consideration will be given to the following:
- › Reducing the amount of remote learning to balance workload for the teacher
- › Using non-classed based teachers and senior leaders to either prepare the remote learning or give extra release time to teachers to prepare
- › To provide books/learning aids to complete at home which require less preparation time
- › To consider how to prepare lessons which can be delivered both in school and remotely with little extra workload this could include Zooming lessons to pupils at home from the class.

Wherever possible, the teacher should be working in school to support other teachers who are still in school. They should only be at home if they are required to self-isolate.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.45pm.

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:

- › If working 1:1 with a child, supporting them in accessing and completing appropriate remote learning
- › to support their assigned class teacher in monitoring remote learning and contacting individual children/parents as directed.
- › To continue to support the class teacher in delivering lessons within the classroom and in small group work beyond the classroom

- › There may, on occasions, be the need for the TA to attend a virtual meeting with a parent and/or child. This should only be as directed by the class teacher or senior leader and the TA should follow the same rules as teachers where this is the case (see above).
- › Wherever possible, the TA should be working in school to support other TAs and teachers who are still in school. They should only be at home if they are required to self-isolate.

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
- › Alerting teachers to resources they can use to aid them in teaching their subject remotely

2.4 SENCo

The SENCo is responsible for ensuring that children with EHCP and on the school SEN register are able to access home learning as appropriate to their need. They will advise class teachers with resources to support remote learning for individual children to ensure it is appropriate and accessible. They will advise and direct 1:1 support TAs on how to support their children learning at home.

2.5 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 –meeting with DHT to review work set and monitor the completion rate by pupils through collecting online data (access figures), feedback from parents, feedback from teachers,
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 DESIGNATED SAFEGUARDING LEAD

The DSL is responsible for Safeguarding as laid out in the Child Protection Policy September 2020 and any subsequent Addendum linked to the COVID-19 Pandemic.

2.7 IT STAFF

IT staff are responsible for:

- › Resolving issues with systems used to set and collect work
- › Helping staff and parents with any technical issues they're experiencing
- › 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

2.8 PUPILS AND PARENTS

Staff can expect pupils learning remotely to:

- Attempt to complete the work to the best of their ability
- Submit the completed work as necessary onto their class dojo individual portfolio
- Discuss with their parents when there are issues relating to the work set or remote learning in general

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Ensure work is completed on time and submitted as necessary onto their class dojo individual portfolio
- Seek help from the school if they need it or if they have concerns about their child's ability or motivation to complete the work
- Be respectful when making any complaints or concerns known to staff

2.9 GOVERNING BODY

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 Sarah Meredith (HT), Matt McCallion (DHT) or Hannah Atkinson (SENCO)
- Issues with behaviour – talk to Sarah Meredith (HT) or Matt McCallion (DHT)
- Issues with IT – talk to Tim Hancox
- Issues with their own workload or wellbeing – Sarah Meredith Headteacher
- Concerns about data protection – Sarah Meredith or Sally Cooper DPO
- Concerns about safeguarding – Sarah Meredith (DSL/HT) or Wendy Gill (Deputy DSL, SBM)

4. DATA PROTECTION

4.1 ACCESSING PERSONAL DATA

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

- Use the school's server or secure cloud service to access their data
- Use only those devices made available to them by the school laptops and iPads

4.2 PROCESSING PERSONAL DATA

Staff members may need to collect and/or share personal data such as email addresses, telephone contact 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.

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
- › Keeping operating systems up to date – always install the latest updates

5. SAFEGUARDING

Safeguarding remains key throughout this time and particularly in this new area of remote learning for our schools. The Child Protection Policy was reviewed September 2020 in line with KCSiE September 2020 and any additional addendums added during this time of the pandemic, remains in place and should be followed at all times.

6. MONITORING ARRANGEMENTS

This policy will be reviewed autumn 2021 by Sarah Meredith Headteacher. At every review, it will be approved by Strategic Development Committee and ratified by the FGB at the autumn term meeting.

7. LINKS WITH OTHER POLICIES

This policy is linked to our:

- › Behaviour policy
- › Anti-bullying policy
- › Child protection and safeguarding children policy
- › Data protection policy and privacy notices
- › Internet safety policy and pupil acceptable use agreement
- › Staff code of conduct