Remote learning policy

20th January 2020

Contents

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1. Aims

This remote learning policy for staff aims to:

> Ensure consistency in the school's approach to remote learning

> 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

All teaching staff have a central role in the organisation and delivery of remote learning for children who are not attending school or for key worker children who do attend school but are from mixed year groups.

The closing of schools to everyone other than the children of key workers and vulnerable children places additional demand on the organisation of remote learning and how this will be managed to ensure children have high quality remote learning whilst the well-being and work life balance for all staff is maintained. Our responsibility is to provide appropriate education for children learning from home and school whilst ensuring staff are working in a manageable system.

Remote learning will adapt and change as we progress and the policy will require regular updates and amendments. This will be based upon feedback from all relevant stakeholders.

Remote learning will include consideration of vulnerable groups, children with SEND, children with mental health and well being issue and some children without IT available. We need to be mindful of those groups and provide alternative provision where necessary. The Headteacher, Safeguarding lead, SENDCO and pastoral staff will provide support to staff to ensure remote learning is available for groups or secure outside agency input.

2.1 Teachers

Teachers will be planning lessons for all children at home and will also be in school teaching as well as providing feedback to children on their work. They will also be responsible for the remote learning for their class and for providing feedback to remote learners.

Teachers are responsible for:

Curriculum

Staff should tailor the learning curriculum so that remote learners are given work which:

- Emphasises what is important to learn and remember. This will vary for each age group and sometimes for groups within an age range.

- Prioritises important concepts
- Builds learning so children can move from what they know to experience of new learning
- Develops breadth in learning
- Develops schema
- Facilitates pastoral support for remote learners
- Government resources are available to support teachers with remote learning and will be particularly important following the phased reopening to specific age ranges.

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

Communication

Remote learning provides opportunity for communication, which is a key element in maintaining well being and safeguarding children.

- Allow communication with parent for feedback and safeguarding purposes
- Allow communication with children for feedback and safeguarding purposes
- Communication must be manageable for staff. If staff feel like this is not manageable then they should speak to the Headteacher.
- Any complaints or concerns shared by parents and pupils especially safeguarding concerns see below.
- If children are not completing work set via the remote learning platform it is essential that this is addressed to protect children and prevent attainment gaps widening. Please call the family and discuss why they is no response to remote learning and advise parents to children benefit from engagement with the learning or school community. Any concerns should be reported to the Head teacher.

SEND

- Work and additional support will be provided for children with ECHP or graduated support. This will vary on the needs of the family.
- Work for children with personalised learning plans will be provided. This may be the same work as other children in the class for some subjects e.g. reading , writing but may need to be tailored for some aspects of the curriculum e.g. maths – reviewing previous time tables learning.
- SENCO will offer feedback from parental communication
- Teachers should be aware of children or families who require additional support and provide this themselves, through TA or through appropriate channels e.g. designated lead , SENDCO

Expectations

- Expectations should be realistic in term of what families with more than one child might be able to manage. Staff remain mindful that some parents are working from home and also supporting remote learning for their children; this is the cause of anxiety and stress for some parents. Open-ended tasks should continue to be set which allow for variable responses from children giving children scope to respond in detail or work away from computers with or without adult support.
- We would like children to play, exercise, be outdoors so planning should account for this.

- The online learning must be manageable for staff and enable them to maintain a reasonable work life balance and maintain well-being by not placing undue stress on staff. Decisions on managing will include staff consultation and practice will be adapted as feedback highlights the strengths and weaknesses of the systems put in place.

Adapting teaching practice for remote learning

- Activities should be presented in a way, which is accessible for parents to understand and for children to understand. Modelling is effective, clear instructions are necessary and clear examples should be provided.

- For older children the concepts are sometimes difficult and teachers should provide parents support in understanding terminology or processes.

- For younger children it is helpful for parents to have "correct "models e.g. phonics correct pronunciation so children have access to accurate learning experiences and parents feel confident.

- Activities will also be accessible off line so children can have packs provided if they are not accessing the remote provision. This may mean some additional resourcing. If children are using an online tool for practicing times tables then teachers should provide an alternative for children with packs .

- Government advice says activities should be "short and snappy" to aid concentration and allow for breaks.

Agreed practice.

- Setting regular lessons of reading, writing and maths is good practise. An additional list of topic based activities will be available for the week. The topic work activities are often open task, which children can complete or return to during the week. There is a balance between subjects over time. There is a reasonable amount of work set – this is in line with parental feedback gathered at Parent Forum meetings.

- Children will not be asked to sit in front of their computers for unreasonable amounts of time and will be encouraged to be outdoors or engage in practical activities where possible.

- Physical activity will be suggested to ensure children stay healthy.

If staff 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

2.2 Teaching assistants

Teaching assistants are all currently available for their usual working hours and for their usual timetabled days. They will be subject to a rota and will not be coming in to the building unless it is necessary.

Teaching assistants are responsible for:

- Supporting teachers with remote learning if required and using the procedures identified above and under the direction of the teacher they are working with.

2.3 Subject leads

Alongside their teaching responsibilities, as outlined above, 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 to make sure work set is appropriate and consistent

- Working with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other

- Monitoring the work set by teachers in their subject through discussion and meetings with teachers or by reviewing work set

- Alerting teachers to resources they can use to teach their subject using government advice (see below)

https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19

https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school

- Monitoring the effectiveness of remote learning through consolation with parents and children, feedback from stakeholders and direct monitoring of the remote learning VLE.

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

2.5 Designated safeguarding lead

The DSL is responsible for:

See child protection policy and addendum.

2.6 IT staff

IT staff are responsible for:

- Addressing issues with systems used to set and collect work

- Helping staff and parents with any technical issues they're experiencing

- Reviewing the security of 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 to:

- Be contactable during school hours – although 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 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 systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns, they should contact the following individuals:

Issues in setting work – talk to the relevant subject lead or SENCO

Issues with behaviour – talk to the relevant head teacher or safeguarding lead

Issues with IT – talk to Josh Didonato

Issues with their own workload or wellbeing – talk to the Headteacher or Class teacher

Concerns about data protection – talk to the Headteacher

Concerns about safeguarding – talk to the Headteacher or one of the DSLs

> Safeguarding governor Cara Duppa

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

- Have access to the school system from home or schools (excluding administrative system for teachers) , including administrative system for Deputy Head , Head teacher and administrators.

4.2 Keeping devices secure

GDPR and remote learning. The Government has recommended that all schools use the Key's remote learning guidance.

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

Any concerns should be reported to the Headteacher immediately.

6. Monitoring arrangements

This policy will be reviewed monthly by Sam Aiston and the information shared with staff

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
- ICT and internet acceptable use policy
- Online safety policy