

Remote Learning Policy

St. Wilfrid's
RC Primary



Written by: Lisa Franklin **Date:** 25/09/20

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Contents

1. Aims
 2. Software used for remote learning
 3. Uses of remote learning
 4. Roles and responsibilities
 5. Who to contact
 6. Data protection
 7. Safeguarding
 8. Monitoring arrangements
 9. Links with other policies
 10. Appendix 1 Timetables
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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 and safeguarding

2. Software used for home learning

Home learning will be accessed using the following technology:

- Tapestry(EYFS)
- Google Classroom(Y1-6)
- Google Meet (Staff)
- Sumdog
- BBC Bite size
- Oak Academy
- For a comprehensive list visit http://www.blythstwilfridsprimary.northumberland.sch.uk/website/reading_at_home_/483120

3. Uses of home learning

The two ways in which home learning will be utilised in St Wilfrid's are:

- Provision of Homework so as to ensure staff and children are ready for blended learning at any time.
 - If a bubble is sent home – children from the bubble will access Google classroom. If an individual child from a bubble is sent home the parents will be directed to relevant resources such as Oak Academy and BBC Bitesize (see website Home Learning page).
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4. Roles and responsibilities

4.1 Teachers

When providing remote learning, teachers must be available between 9am & 12pm, 1pm and 3pm

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. If this affects the completion of work ensure that arrangements are made with SLT to confirm completion.

When providing remote learning, teachers are responsible for:

› Setting work:

- In the first instance guide children to the relevant resources for home learning as listed on the School Website.
- From the second working day implement a weekly timetable as provided by the SLT by uploading onto Google Classroom.
- A daily piece of maths, English and a foundation subject will be set.
- In years 1 to 6, all work will be uploaded onto Google classroom. No additional hard copy resources will be supplied. In EYFS, all work will be provided via tapestry.

› Providing feedback on work:

- Pupils will complete work on the platform. In some instances photographs of work may be used and uploaded onto the platform for the teacher.
- Each piece of work will receive feedback using the comments facilities on classroom.
- Teachers should respond to any comments from parents on Google Classroom within 48 hours.
- Teachers are to email a copy of any work to be displayed on the 'We Are Home Learners' board.

› Keeping in touch with pupils who aren't in school and their parents:

- A weekly pastoral phone call will be made to parents/children offering support.
- Teachers should not answer any comments outside of working hours.
- Any complaints or issues should be passed to the Phase Leader via phone, text or email.
- For any behavioural issues and non-completion of work refer to the AUP and pass them on to Phase Leaders.

› Attending virtual meetings:

- Members of staff should present in a professional manner as in school.
- When sitting a webcam staff will avoid areas with background noise and have nothing inappropriate in the background. Staff will also consider issues of privacy and use an area where they are not overheard.

4.2 Teaching assistants

Teaching assistants will be directed to tasks such as resourcing or CPD by the SLT.

4.3 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

- › Monitoring the remote work set by teachers in their subject – this will be dictated by the SLT depending on the monitoring calendar. Leads will have access to all home learning since the start of the year.
- › Alerting teachers to resources they can use to teach their subject remotely

4.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- › Co-ordinating the remote learning approach across the school –SLT
- › Assisting pupils and parents with accessing the internet or devices (Mrs Franklin)
- › Helping staff and parents with any technical issues they're experiencing (Mrs Franklin)
- › Monitoring the effectiveness of remote learning, reviewing work and feedback from teachers and monitoring comments between staff, children and parents on Google Classroom.
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

4.5 Designated safeguarding lead

The DSL is responsible for:

Maintaining contact, collating, passing on information and responding to any concerns.

SEE COVID-19 AMMENDMENTS TO THE CHILD PROTECTION POLICY

4.6 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer

4.7 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider 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 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 – 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

4.8 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

5. 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 Mrs Franklin or Jen Harris (IT SLA Team)
- › Issues with behaviour – talk to the relevant Phase Lead
- › Issues with IT – talk to Dave Matthewson
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to Mrs Johnstone
- › Concerns about safeguarding – talk to a DSL

6. Data protection

6.1 Accessing personal data

When accessing personal data, all staff members will:

- › All staff have access to CPOMS to record any parent contact or concerns about children, this is accessed via a secure password. Ensure log out after use. Do not allow access to the site to any third party
- › SLT have the ability to locate personal details of families when required through securely accessing SIMS. SLT are not to share their access permissions with other members of staff.
- › School laptops and iPads are the school's preferred devices to be used when accessing any personal information on pupils.

6.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or phone numbers as part of the remote learning system. Such collection of personal data applies to our functions as a school and doesn't require explicit permissions. While this may be necessary, staff are reminded to collect and/or share as little personal data as possible online.

6.3 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

7. Safeguarding

SEE COVID-19 AMMENDMENTS TO THE CHILD PROTECTION POLICY

8. Monitoring arrangements

This policy will be reviewed as and when updates to home learning are provided by the government by L.Franklin (Assistant Head). At every review, it will be approved by Mrs Johnstone (Headteacher) and SLT.

9. 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

	Introduction	Session 1 (about 1 hour's work)	Session 2 (about 1 hour's work)	Session 3 (about 1 hour's work)
Monday	Each day will start with a (5 minute maximum) video of morning prayer and a brief explanation of the tasks for the day	English	Maths	Science
Tuesday		English	Maths	RE
Wednesday		English	Maths	Humanities
Thursday		English	Maths	Computing
Friday		English	Maths	PSHE Assembly

	Introduction	Session 1 (maximum 45 mins work)	Sesssion 2 (maximum 45 miuntes work)
Monday	Each day will start with a morning prayer. There will also be a brief explanantion of the tasks to be completed by your child on this day.	English	Maths
Tuesday		English	Maths
Wednesday		English	Maths
Thursday		English	Maths
Friday		English	Maths