

St Peter's Church of England Junior School

Remote Learning Policy

Start Date: October 2020

Review Date: September 2022

Signed by Chair of Governors: Elaine Fisher

Reviewed with lockdown 3 amendments January 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 9am – 3.15pm.

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 to the HT following the usual absence systems.

When providing remote learning, teachers are responsible for:

- Setting work on Google Classroom
 - Each week the Google slides for subjects being taught, should be uploaded onto the year group's Google Classroom. All children should be taught to access the Google classroom and all staff from the bubble should have access and editing rights within the Google Classroom.
 - Timetables will be shared on Dojo for parents to view, as well as posted in the classroom.
 - The work assigned should be within subject (or topic folders as Google Classroom refers to them) to assist with ease of navigation.
 - There will be at least 4 hours of content assigned. This will vary depending on the child's needs; but will be inclusive of Google Assignments; video support; Live lessons; paper packs where deemed necessary; links to third party websites and in some instances, links to Study Ladder.
 - There should be work set for Maths, Reading and Writing each day; Science should be once a week or blocked as a project. The amount of time children will spend on the separate tasks should be clearly communicated within the description box at the top of each assignment created

within the Google Classroom. Foundation subjects should follow the usual timetable for the class. Eg, if RE is taught once a week, there should be a task a week on the Google classroom to access remotely.

- Work is to be set ready for the children to be online from 9am.
- There will be at least three Live opportunities a day and these will be scheduled within the timetables, communicated to families. Across the period of time children are working remotely, they should have access to Live lessons from a broad range of subject areas, but priority will be given to the core subjects.
- Sections of lessons (typically the modelling I DO), will be recorded for referencing outside of the Live lessons and pre-recorded support videos will be embedded in the learning, to support the children to work independently. Recording meets will be subject to approval by parents.
- A range of video support links and resources will be used to scaffold learning.
- Where differentiation is appropriate, separate assignments or google classrooms will be managed by the team.
- Year group teaching partners should liaise with each other using Google meet, phone, email or text communication to organise who is responsible for creating and uploading which areas of the curriculum.
- Where one teacher has internet access issues, the other teacher and SLT, have the responsibility to upload and communicate remotely with parents in the event the whole bubble is closed for isolation. The member of staff with access issues needs to report the problem and suspected timeline it will impact on working, to the HT, so that a plan can be created.
- Teachers will keep track of the frequency children are accessing the online learning through registers.
- Providing feedback on work - this should be a balance of acknowledgement, positive praise and provide editing/improving tasks to do:
 - During live lessons, children will receive live verbal feedback.
 - When using quizzes, the teacher will ensure the mark scheme is initiated and the child will receive instant feedback.
 - Where a teacher has assigned projects on Google slides or Google docs, the teacher will add at least 1 comment in the comments box for children to respond to and edit. Symbols, like those in school, can be used where appropriate.
 - Where work has been scanned or photographed and submitted through dojo, teachers will respond in a message.
 - During Live lessons, teachers will promote the use of peer to peer feedback. This will be achieved by sharing children's work on screen and inviting peers to feedback constructively.
- Keeping in touch with pupils who aren't in school and their parents - this group will be determined by who attends lives and submits work. Registers will be taken for each session.

- Vulnerable children and families are identified for each bubble. Each member of the team isolated will each be directed to contact a given number of families weekly. This will be through Dojo or phone calls.
- The weekly conversations will be tracked on a Google sheets form, and the detail of the conversations will be recorded on CPOMS.
- Any concerns or safeguarding issues, will be flagged on CPOMS.
- Teachers will be responsible for tracking the completion of work and communicating with parents via Dojo and by returning work to pupils for editing. In the absence of submissions, teachers will contact home.
- Teachers need to dress appropriately when on screen to reflect a professional view in line with Part 2 of the Teacher Standards.
- Teachers will ensure the background and items that are visible during the online call are appropriate, ensuring their professional position is upheld.
- To ensure Live lessons are adequately resourced, teachers will be provided with flip chart materials and any other equipment needed to ensure the sessions remain high quality.
- Children will be expected to have cameras on and be facing the screen, unless recording; be dressed appropriately; respond to questions on mic; use the chat where prompted. They should follow the same behaviour expectation as in school, responding to the teachers prompting.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 9am and 3.15 pm (joining google meets and supporting through chat if necessary). They must also be available with their contracted hours to support with school based activities.

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
 - If they are a Pupil Premium Champion, they should check in once a week virtually or via phone to ensure the interventions continue for that child.
 - The class teacher will agree which children may need support with particular learning and therefore create 'breakout groups' or separate lessons for particular children, it may be appropriate for the TA to join or lead that group session, depending on the learning and normal working practices in that particular bubble.
 - TAs may be given a select number of children to offer pastoral support in line with their Thrive programme and this will be organised with the class teacher and the Thrive Practitioner. This may take different forms depending on the programme for that child.
- Attending virtual meetings with staff, parents and pupils:
 - Need to dress appropriately when on screen to reflect a professional view

- TAs will ensure the background and items that are visible during the online call, are appropriate, ensuring their professional position is upheld.

2.3 Subject leads

Alongside their teaching responsibilities, Subject Leads are responsible for:

- Reconstructing the subject curriculum where changes are needed to accommodate remote learning.
- Supporting 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.
- Monitoring the remote work set by teachers, in their subject, by dropping in to Live lessons and scrutinising both the planning and the work submitted.
- 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:

- Monitoring the effectiveness of remote learning – through virtual lesson drop-ins, remote scrutiny of planning and use of pupil, parent and staff voice opportunities.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations alongside DEMAT and IT services.
- Working closely with DEMAT to ensure policies, ways of working, risk assessments and the Quality of Education are meeting expectations.

2.5 Designated safeguarding lead

The DSLs are responsible for:

- Upholding the Safeguarding policy .
- Monitoring and responding to incidents logged on CPOMS.
- Continuing to work with third party organisations to support children, families and staff.

2.6 IT Lead and technical support

IT staff are responsible for:

- Fixing 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.

2.7 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although staff will consider the timetable for that bubble and the need to be away from screen for their wellbeing.
- 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 through Dojo or telephone.
- Be respectful when making any complaints or concerns known to staff via Dojo.

2.8 Pastoral/Thrive Leads

Thrive Practitioners are responsible for:

- Supporting the bubbles to provide Thrive activities online in the Google Classroom.
- Contacting named families weekly to support the pastoral needs of the family.
- Organise activities, work or food parcels alongside class teachers and SLT, where appropriate.

2.9 SENCO

The SENCO will be responsible for:

- Monitoring the work set for children on Google Classroom .
- Supporting teachers to assign work on Google Classroom that will suit the needs of the APDR .
- Contact named families regularly to support any SEND needs of the individual .
- Engage with third party organisations to ensure children with EHCPs or other SEND needs have all the equipment and support to be okay throughout the isolation/lockdown period.
- Keep abreast of the expectations nationally, through the Local Authority and DEMAT to ensure we are meeting requirements.

3.0 Governing board

The Governing board is responsible for:

- Monitoring and challenging the quality of the remote offer through liaising closely with SLT and analysing information provided through DEMAT support.
- Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons.
- Supporting the HT and staff's wellbeing.

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 the DHT or HT
- Issues with IT – talk to IT technician or alert HT, in the event issues with tech inhibit ability to fulfil the rest of the responsibilities
- Issues with their own workload or wellbeing – talk to DHT or HT
- Concerns about data protection – talk to Business Manager
- Concerns about safeguarding – talk to the DSL

Use email, or Whats app group where appropriate. Head and Deputy Mobile numbers are available to staff

4. Data protection

4.1 Accessing personal data

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

- Follow the data protection, GDPR guidelines and policies already active within school.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as emails or use Pupil Asset to obtain parents phone numbers as part of the remote learning policy. 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).
- Making sure the device locks if left inactive for a period of time.
- Not sharing the device among family or friends.

5. Safeguarding

See separate, updated policy

All staff members are to record safeguarding concerns on CPOMs regardless of the remote learning policy.

6. 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
- Curriculum policy