

# Remote learning policy

St Sidwell's CE Primary School and Nursery



<b>Approved by:</b>	Vanessa Briggs	<b>Date:</b> June 2020
<b>Last reviewed on:</b>	June 2020	
<b>Next review due by:</b>	June 2021	

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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

### 2.1 Teachers

Teachers must be available between 8.30am – 4.00pm. However, we recognise that there may be situations where staff are caring or supporting a dependant and so these times may be flexible to support everyone.

In normal circumstances, 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.

Teachers are responsible for:

- Setting work – cover details like:
  - Planning and setting work for their own class & if required another class when asked.
  - Expectations:

Nursery

- Tapestry to support activities at home with parents.

Reception

- 10 minutes Reading activity
- 15 minutes Maths activity
- 15 minutes Writing activity
- An 'Understanding of the World' activity

Year 1

- 15 minutes Reading activity
- 15 minutes Maths activity
- 15 minutes Writing activity
- Spellings

Year 2

- 30 minutes Reading activity

- 30 minutes Maths activity / Times Table Rockstars
- 20 minutes Writing activity
- Use of Accelerated Reader to take quizzes
- Spellings

### Key Stage Two – Years 3, 4, 5 and 6

- 30 minutes Reading activity
- 30 minutes Maths activity / Times Table Rockstars
- 30 minutes Writing activity
- Use of Accelerated Reader to take quizzes
- Spellings
- **Whole School Topic /Theme webs**
  - Work to be on Seesaw (KS1) or Google Classroom(KS2) by 8.30am each day
  - Work to be uploaded onto class pages of website & onto Seesaw / Google Classroom
  - Other staff who may be supporting students will have access to the remote platforms.
  - Staff will be aware that some families will not have access to many devices and may be supporting more than one child on a phone. They will consider not requiring too much printing out and being able to support pupils through written learning that can then be uploaded for feedback.
  - School will support vulnerable families through loans of laptops.
- Providing feedback on work –
  - Pupils can upload the requested pieces of learning to Google Classroom / Seesaw or EYFS – Tapestry. They can also upload to class emails or admin email to be forwarded to the teacher.
  - Teachers will inform students of when they expect learning to be uploaded and when it will be viewed.
- Keeping in touch with pupils and parents –
  - Staff will answer emails from parents on their class emails during working hours.
  - Teachers will stay in touch with children using the remote learning platform of Google Classroom / Seesaw / Tapestry.
  - For some children, the school may take the decision to contact parents by phone to support them.
  - Vulnerable children will be contacted by phone as required.
  - Any complaints or concerns shared by parents and pupils or any safeguarding concerns, must be shared with Senior Leadership Team.
  - Pupils failing to complete expectations will be discussed with SLT and a decision made as to the appropriate person to contact child/parent via phone initially.

## 2.2 Teaching assistants

Teaching assistants must be available according to the hours on their contracts. 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.

Teaching assistants are responsible for:

- Supporting pupils with learning remotely –

- Some TA's may have specific children who they are supporting. This will be agreed and supervised by SENDCo or SLT.
  - Support may be planning and sending individual learning for a child, or reading remotely with a child in accordance with their EHCP or SEN needs.
- Supporting their own Professional Development Needs –
    - Through online courses using Educare & other courses recommended by the school.
  - Attending virtual meetings with teachers–:
    - Attending a weekly TA meeting virtually to be fully aware of school expectations and requirements.

## 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
- Alerting teachers to resources they can use to teach their subject

## 2.4 SENDCo

Alongside their teaching responsibilities, as outlined above, the SENDCo is responsible for:

- Considering whether any aspects of the curriculum need to change or be adapted to accommodate remote learning for SEND children.
- Work with teachers to make sure work set is appropriate and consistent
- Alerting teachers to resources they can use to teach & support children with SEND
- Organise & run SEND review meetings with other professionals and parents as is required if this cannot be done face to face.

## 2.5 Senior leaders / HT & DHT

Alongside any teaching responsibilities, senior leaders are responsible for:

- Coordinating the remote learning approach across the school –
- Monitoring the effectiveness of remote learning –through regular meetings with teachers, reviewing work set or reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## 2.6 Designated safeguarding lead

The DSL is responsible for:

Child Protection Addendum which includes Safer Internet :

[https://st-sidwells.eschools.co.uk/website/child\\_protection\\_addendum\\_june\\_2020\\_1/489265](https://st-sidwells.eschools.co.uk/website/child_protection_addendum_june_2020_1/489265)

## 2.7 IT staff

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 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 to:

- Be contactable during the required times – 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
- Abide by expectations of Google Classroom poster (KS2)  
[file:///C:/Users/vbriggs/Downloads/Online\\_Expectations\\_for\\_pupils\\_KS2.pdf](file:///C:/Users/vbriggs/Downloads/Online_Expectations_for_pupils_KS2.pdf)

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work using the class email or admin email.
- Seek help from the school if they need it – consider the Parent support sheet on school website:  
[file:///C:/Users/vbriggs/Downloads/Parent\\_Factsheet\\_-\\_How\\_to\\_support\\_home\\_learning\\_.pdf](file:///C:/Users/vbriggs/Downloads/Parent_Factsheet_-_How_to_support_home_learning_.pdf)
- Be respectful when making any complaints or concerns known to staff

## 2.9 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. Attending virtual meetings with staff, parents and pupils:

### 3.1 Staff

Staff attending remote meetings or training must consider;

- Dress code
- Locations (e.g. avoid areas with background noise, nothing inappropriate in the background,
- Consider who could be listening.

### 3.2 Staff – pupils : Virtual lessons / meetings

There may be some social contact online between children and professionals to support their well-being and education, using a number of different platforms, including FaceTime, Zoom, Skype etc. These platforms are a great way to communicate effectively with children, however it can also increase safeguarding risks for both children and professionals.

Any communication needs to be carefully risk assessed and where possible risks need to be mitigated.

For good practice wherever possible professionals should ensure that:

- Most online contact should be in groups of children. If a 1:1 is required this must be agreed with the HT/DHT and be risk assessed.
- Contact children with another professional present (part of the call) or a parent is in the room with child

- Contact should take place in a work building. (During the current Covid-19 pandemic, this is not always possible.)
- Ensure that there is clear consent between the professional and parents /carers. This consent should clearly state the type of communication, frequency, purpose.
- Ensure that there is a clear and robust record of the communication between the professional and child – this should include an audio recording of the meeting, however this record should be in addition to written notes placed on CPOMs.
- Be mindful of where video calls are taking place – what can be seen in the background? Ensure it doesn't take place in a bedroom.
- Ideally, the child should be taking the call in a communal area with their parent /carer aware the call is happening.
- Ensure that the platform being used is age appropriate – don't contact children using apps that are for ages older than they are.
- Professionals must use professional accounts for the platforms agreed by the HT/DHT – don't use personal accounts.
- Professionals should only contact children during usually office hours – in exceptional circumstances these times can be altered but must be agreed with a line manager. This must be clearly documented, including justification.
- Where possible use a parent /carers contact details to contact the child. If you have to contact the child using their own contact details where possible try to use their school email address.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- If during communication with a child, you feel there are safeguarding concerns, please ensure that you follow the School Child Protection Policy and pass these concerns on to the Safeguarding officers. If you feel the child is at significant risk or at immediate risk, please consider contacting MASH on 0345 155 1071 (for children living in Devon) or the police 999/101

## 4. 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 – Charis Hughes
- Issues with behaviour – talk to the HT/DHT
- Issues with IT – talk to IT staff: Fiona May
- Issues with their own workload or wellbeing – talk to their line manager: Vanessa Briggs / Hayley Dymond
- Concerns about data protection – talk to the data protection officer : Amanda Hogan
- Concerns about safeguarding – talk to the DSL: Vanessa Briggs

## 5. Data protection

### 5.1 Accessing personal data

When accessing personal data, all staff members will:

- Access the data, on the school server or requested from Admin using Sims.

- Data should only be accessed from devices which have been provided by the school and are secure.

## 5.2 Sharing personal data

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

## 5.3 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 (supported by TME / school)
- Keeping operating systems up to date – always install the latest updates (supported by TME / school)

## 6. Safeguarding

The School Child Protection Policy includes a section on Remote Learning: There is an addendum to this policy for the current Covid crisis. See school website : Covid-19 School re-opening

## 7. Monitoring arrangements

This policy will be reviewed annually by Senior leadership Team.

At every review, it will be approved by TLC Committee.

## 8. 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