

Seven Mills Policy



Remote Learning Policy January 2022

Headteacher's Signature:

Chair of Governor's Signature:

Date: 1st January 2022

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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 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

The Deputy Headteacher is responsible for coordinating the remote learning approach across the school and monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set and collecting and analysing feedback from pupils and parents

The Assistant Headteacher for curriculum is responsible for monitoring the coverage of the curriculum and adapting and amending the curriculum to support remote learning. They will work with subject leaders to facilitate this. They will support teachers and support staff with this process through meetings, feedback and training.

The Assistant Headteacher for teaching and learning is responsible for the pedagogical approach to learning that teachers and support staff will adopt in remote learning to ensure children are making progress. They will support teachers and support staff with this process through meetings, feedback and training.



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

2.2 Designated safeguarding lead

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section in our COVID safeguarding addendum.

If our DSL (or deputy) can't be on site, they can be contacted remotely by calling 07598 264 369.

On occasions where there is no DSL or deputy on site, a senior member of staff will take responsibility for coordinating safeguarding. This will be Nazma Ghani.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

You can access the COVID19 Seven Mills Child Protection Policy Addendum January 2021 [here](#).

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



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- Monitoring the remote work set by teachers in their subject – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Teachers

When providing remote learning to a whole class, teachers must be available online on Google Classroom between 8.30 and 12.30. Teachers will 'close' the classroom at 12.30, by muting all participants and making the google meet link invisible to children, and are not expected to respond to children on Google Classroom during the afternoon.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, you must report this using the normal absence procedure by calling Tom or Matthew before 07:30.

When providing remote learning, teachers are responsible for:

Setting at least **3 hours of classwork** each day which includes:

- A 09:00 'registration' where the work for the day is explained and at least one example of good learning from the previous day is shared. Staff must be online by 8.50am.
- A pre-recorded Maths lesson
- A pre-recorded English lesson (Y1-Y6) or Story Time (EYFS)
- A pre-recorded Reading (Y3-Y6) or Phonics (EYFS - Y2)
- A foundation subject lesson (Y1 - Y6), following the year group medium term plan, on Monday, Tuesday, Wednesday and Friday, covering:
 - Art or DT
 - Science
 - Topic (History/ Geography)
 - PSHE
- On Thursdays, pre-recorded foundation subject lessons will be provided by our specialist teachers, Laura Nash (Music) and Jennifer Tran (PE).
- In Early Years, teachers will provide a weekly bank of suggested activities that parents can complete at home. There should be at least 5 suggested activities, covering physical development, expressive art and design, personal, social and emotional development and understanding the world.



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- Specialist teachers will send activities to the Early Years class teachers by Thursday each week.

Differentiating work so that:

- Accessible work is provided for all children
- Offering daily support sessions between 12.00 and 12.30
- Key groups of children (MAGT, SEND) are set work that challenges and supports them, through either:
 - Differentiated work (either differentiated from main lesson, or delivered as separate content, depending on child's needs)
 - Small group work or interventions
 - Live 1:1 tuition
- Children have opportunities to meet their provision map targets, or education and health care plan targets, through either:
 - 1:1 support with work from a member of support staff
 - Small group interventions
 - Work set in addition to classroom learning
- Where children with EHCPs attend school, class teachers should:
 - Liaise with the SENCO to make individual arrangements
 - Create a daily timetable for 1:1s to follow, including any interventions they should receive, if appropriate and deliverable
 - Ensure that appropriate work is provided via Google Classroom where possible
 - Send work to Matthew and the class teacher who is running the support bubble by 8.30

Records of 1:1 support, interventions, differentiation and support staff timetables can be found in planning/ MTPs/ Spring 1/ Inclusion Planning.

Children's work should:

- Be scheduled to be sent to children via Google Classroom by 8.30am each day
- Be set for 5:00pm on the due date
- Be set as 'unmarked', unless teachers intend to give a mark for the child's work (e.g. on a Maths quiz out of 10)
- Be accessible and returnable via Google Classroom where possible (Y1-Y6)



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- Be photographed and sent to class teachers via their support email addresses if it cannot be returned via Google Classroom
- Be acknowledged by the teacher in a private comment, and where appropriate timely written feedback should be provided which acknowledges effort and celebrates success/identifies errors where appropriate. English and Maths are prioritised. During the next registration, teachers should remind children to check the comments.

Class teachers should keep in contact with children by:

- Attending daily registration sessions between 9.00 and 9.30
- Responding to public and private messages from children between 9.00 and 12.30
- Responding to emails to the class support email address between 9.00 and 12.30
- Directing support staff to contact families who are not accessing learning
- Contact families via phone who persistently do not access learning
- Refer families who continue to not submit work to the SLT
- Keep records of conversations with parents on parent contact tracker

Class teachers should support children's behaviour online by:

- Sharing the pupil code of conduct for remote learning
- Being explicit about the rules and expectations for online learning
- Praising children who are following rules online (e.g. muting, arriving on time)
- Warning children if their behaviour is not acceptable
- Muting children or removing children from the meeting if children's behaviour is not acceptable
- Contacting parents to inform them about behaviour incidents, or if the child is removed from the meeting due to poor behaviour

Where teachers are expected to attend school and provide work to children in the key worker/vulnerable children group, arrangements should be made with the Deputy Headteacher to cover work that is expected during that day.

Where a teacher is expected to attend school regularly, other members of staff will provide remote learning.



2.5 Teaching assistants

When assisting with remote learning, teaching assistants must be available between 08:30 and 15:45.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, you must report this using the normal absence procedure by calling Tom or Matthew before 07:30.

When assisting with remote learning, teaching assistants are responsible for:

- Following their daily timetable, as set by the class teacher in conjunction with the Deputy Headteacher
- Attending daily registration sessions between 9.00 and 9.30 and daily support sessions between 12.00 and 12.30 as directed by the class teacher
- Providing live interventions to support children in meeting provision map targets and EHCP targets as directed by the class teacher
- Providing live boosters to support children who are making less progress than expected, or who are working below age-related expectations
- Setting daily work for specific children as directed by the class teacher

Support staff will support children who are not accessing online learning by:

- Phoning children who do not access online learning, as directed by the class teacher

If teaching assistants will also be working in school, they will not be expected to conduct online learning or interventions on these days.

2.6 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, by attending the 12.00 - 12.30 support session



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- Alert teachers if they're not able to complete work online, and complete work on paper instead.
- Follow the school's acceptable internet use policy

Staff can expect parents with children learning remotely to:

- Follow the school's acceptable internet use policy
- Support their children with accessing remote learning set by Seven Mills Primary
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it by attending the daily 12.00 - 12.30 support session, or by phoning the school.
- Be respectful when making any complaints or concerns known to staff

2.7 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

3. Shielding or Isolating Individuals

In the event that a child or family have to self-isolate or shield, and are therefore unable to attend school, Seven Mills remains responsible for providing high quality remote learning.

When a parent reports an absence, the member of the admin team who takes the call will ask:

1. Has your child taken a lateral flow/ PCR test?
2. Is your child well enough to complete work?
3. Do you have access to a laptop?
4. Do you have WiFi in your home?



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The admin team are responsible for organising the collection and return of a personal laptop.

If a child requires home learning, teachers should provide:

- A Maths lesson from Oak National Academy which follows the class medium term plan OR the slides and worksheets from the lesson delivered in class
- An English lesson from Oak National Academy which follows the class medium term plan OR the slides and worksheets from the lesson delivered in class
- A topic lesson from Oak National Academy which follows the school timetable and the class medium term plan OR the slides and worksheets from the lesson delivered in class
- A reminder that children should complete at least 20 minutes of home reading each day

Lessons should be sent out by 8.30am daily via the class Google Classroom page, from the second day of absence.

Teaching assistants are responsible for calling isolating families at 3.20, to check if they need further support with their child's learning.

4. Who to contact

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

- Safeguarding concerns: CPOMS and Tom
- IT issues: Matthew, then Moeen
- Families not accessing home learning: Class teacher, then Matthew
- Google classroom issues: Matthew, then Moeen
- Curriculum: Amy
- Approaches to learning: Jodie
- Workload concerns: email Tom
- Data protection concerns: Tom

5. Data protection



4.1 Accessing personal data

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

- Only use Google Classroom for interactions with children
- If a member of staff has been provided with a device by the school, they must use this device.

4.2 Processing personal data

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



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Our safeguarding policy can be found [here](#) and our safeguarding covid-addendum can be found [here](#).

As schools adapt to using Google Classroom and remote learning, staff should be aware of additional safeguarding issues and preventative measures that we must take.

Communication with children

- Staff should only communicate on google classroom and meet with children online between 9.00 - 12.30, or during scheduled sessions that have been arranged with the Deputy Headteacher.
- Accounts from outside the Seven Mills domain should not be admitted to any live meetings.
- Staff should be aware of their background environment when doing live teaching. Best practice is to use a neutral background such as a wall. Where this is not possible, ensure that the background is clear and empty of any personal items.
- Staff should be conscious about other adults or children in the background of their calls, and should seek to stop any non-school children or adults appearing during the recording of lessons, or during live teaching.
- Staff must dress appropriately, following our staff code of conduct
- Staff must speak appropriately to children during live teaching or recorded lessons, following our staff code of conduct
- 1:1 teaching sessions may only take place where there is a parents/guardian in the room, or nearby with an open door between the parent and child.
- Staff members must be the last to leave the classroom.
- Communication with children outside of google classroom should always be through a parent's phone number or email address - never a direct number to the child, or to a child's personal email address.



Devices

- All staff have been offered a school device for when they are working from home. Where using a personal laptop, staff must ensure they use their staff account, and not any personal accounts.

Training

- Teachers and support staff have received training in using our online platform, which has covered:
 - How to lock a meeting
 - How to prevent others from sharing their screen
 - How to mute microphones
 - How to remove participants from the meeting
- If staff require support with ensuring their google classroom is set up safely, they should email the Deputy Headteacher in the first instance, and our IT support worker Moeen Jamula if the issue is not resolved.
- Staff will receive regular updates to their training through troubleshooting sessions.

Parents

- The school has communicated how we are going to use our online learning platform and our behaviour expectations with parents and families via school ping and through our school website
- Parents should not record live lessons themselves. If a staff member suspects that this is taking place they should alert a member of the safeguarding team immediately.

6. Monitoring arrangements



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This policy will be reviewed as necessary by Tom Foster. At every review, it will be approved by the curriculum committee.