

Remote Learning Policy and Plan



Colwich CE Primary School
St. Andrew's CE Primary School
St. Peter's CE Primary School

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Contents

1. Aims.....	2
2. Roles and responsibilities.....	2
3. Data protection	4
4. Safeguarding	4
5. Links with other policies.....	5
Local School Remote Learning Plan	7

1. Aims

This remote learning policy 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
- Ensure pupils unable to attend school remain fully included within the school community.
- Continue to ensure that every child receives the best education the school can provide them
- Ensure that remote education is integrated in the curriculum so it is an essential part of the school curriculum, alongside classroom teaching, or in the case of a local lockdown.

2. Roles and responsibilities

2.1 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.2 Designated safeguarding Lead

The DSL is responsible for: Safeguarding concerns, including those related to Remote Learning Please refer to Child Protection and Safeguarding Policy.

2.3 Teachers

When providing remote learning, teachers are responsible for:

- Setting work. It is the expectation that staff will provide online lessons and class catch ups, either videoed or taught through Microsoft Teams etc. (see annex 1)
- Providing feedback on work
- Keeping in touch with pupils who aren't in school and their parents
- Attending virtual meetings with staff, parents and pupils.

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.

2.4 Teaching assistants

When assisting with remote learning, teaching assistants must be available for their normal working hours. 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 (inc virtual teaching – commensurate with grade)
- Attending virtual meetings with teachers, parents and pupils
- Covering key worker groups in school in case of whole school closure.

2.5 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
- 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
- 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

2.6 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 set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Behaviour according to school rules during online sessions
- Use TEAMS/Office 365 for school work only, including the chat function.

Staff can expect **parents** with children learning remotely to:

- Engage with remote learning and ensure their child completes the work set
- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff
- Monitor their children's online behaviours and ensure safe use of technology

2.7 Local Academy Committees

Local Academy Committees are responsible for:

- Monitoring each 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. Data protection

3.1 Accessing personal data

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

- Access data securely through school server (Office 365)
- Will use devices provided to them through work rather than their own personal devices

3.2 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.

3.3 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 (Bit Locker) – 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
- Keeping operating systems up to date – always install the latest updates

4. Safeguarding

In addition to that already stated in the 'Child Protection and safeguarding policy 2020' <https://www.mid-trentmat.co.uk/wp-content/uploads/2020/10/Safeguarding-Policy-2020.pdf> the following applies during periods of remote learning.

4.1 Practical Issues

Whilst remote learning:

- Staff must use their school device for producing online lessons and for live lessons as this is monitored for their own safety.
- Staff must not share video-based tasks which include children learning with persons outside of the school community.
- Staff must only use school equipment to contact pupils or parents directly by phone for pastoral reasons. If staff have to use personal mobile phones to make calls to families, they should block their number beforehand and inform DSL/DDSLs.
- The school will endeavor to stay connected with families with poor home Wi-Fi, particularly in respect of the most vulnerable pupils, through regular pastoral monitoring and check-ins.
- Children will only join Microsoft TEAMS meetings when invited by a known member of school staff.

4.2 Communications and Support

- Staff, pupils and parents will be informed of all changes and expectations in remote teaching and learning through the usual channels of communication: email, Class Dojo, weekly newsletter and school website.
- Pupils may contact staff using their school email account only. Personal email accounts **must not be used**. If a pupil contacts a member of staff using their personal email account, the member of staff will not reply but start a new email chain using the pupil's school email account and gently remind the pupil it is this way for safeguarding.
- Pupils will have regular contact with their class teacher and other key adults so that their views can be listened to and any safeguarding concerns can be detected swiftly. This may be through school email accounts or online platforms. In some instances, this may be over the phone.

- Staff and pupils can contact each other using TEAMS but all communication must be school related and relevant to learning.
- Inappropriate language and off-task conversations will be dealt with, like they would in the classroom.
- The school will survey pupils, parents and staff to collate views on remote teaching and learning to ensure we provide an on-going excellent service.

4.3 Teaching

- Behavioural expectations need to be made clear by staff at the beginning of each remote teaching/conferencing session. Staff should emphasise that remote teaching apps are for lessons only and not for any other contact eg: sharing photos or general messaging.
- Staff must establish a serious and professional manner when teaching online. Staff must maintain a professional tone throughout sessions.
- The default for meetings/lessons is to have the camera function switched on for organisers and participants unless a specific need is suggested.
- If staff are remote teaching using video, this must take place in suitable surroundings i.e. a living room, dining room or study/home office.
- If staff use video teaching methods, the background in video streaming/conference calls/recordings must be neutral and appropriate - avoid personal items on display.
- All staff and pupils must be suitably dressed during remote teaching and learning sessions. This may be more casual than regular school business attire but it still needs to be modest and appropriate.
- All remote teaching and learning sessions should take place in normal school hours.
- Staff must check the suitability of any online source that they recommend (e.g. have they watched full videos, or just the start?/Is the resource age-appropriate? Is it GDPR compliant).

4.4 Recording of Lesson Content

- Pupils/parents are NOT permitted to record anything school-related or record the content of a teacher's lesson.
- Pupils/parents are not permitted to share ANY school-related recordings (video or audio) whether made personally or uploaded by teaching staff.
- Staff are permitted to record online lessons with pupils (once consent from parents has been given) for the purpose of enabling access to learning after the lesson. Recorded lessons must only be stored on each school's SharePoint/One Drive.

5. Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding and 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



ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL

REMOTE LEARNING PLAN – AUTUMN 2020



What the Government says:

“Where a pupil, class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, DfE expects schools to be able to immediately offer them access to remote education. Schools should ensure remote education, where needed, is high-quality and aligns as closely as possible with in-school provision.”

Whole-School Remote

If school is closed, teachers will provide remote learning and TAs will staff the key worker bubbles (subject to government advice). Teachers will retain responsibility for designated SEND learners and arrange remote learning in line with their Personal Learning Plan targets (eg. Daily precision teaching/ small intervention groups with clearly-defined, achievable targets). In key worker groups learners will be expected to complete the home-learning set for their class.

Individual Bubbles Remote

If individual bubbles are closed the teacher will assume responsibility for the class's remote learning. TAs will take on responsibility for designated SEND learners and provide home-education in line with their Personal Learning Plan targets (eg. Daily precision teaching/ small intervention groups with clearly-defined, achievable targets).

Individual Learners Remote

If individuals are isolating, teachers will send work home each day linked to what has been done in class, the previous day for parents to access and work through with their child. There will be contact at least once a week between the child and a TA/Teacher.

REMOTE TEACHING PLAN

Should a future lockdown occur the following is planned:

Reading

All children have access to the MyOn online reading library. The children have been assessed and so will be guided to access reading material appropriate to their age and stage. The children will receive direction and support from their class teachers via ClassDojo and through live TEAMS sessions. Daily phonics sessions will go out to Reception, Year 1 and Year 2 children.

If possible, at the point of being sent home, KS2 children will be given a guided reading book. They will be asked to read this and to complete tasks, set by their class teacher, to support their learning based around the text.

Writing

Early Years children will continue with Talk For Writing tasks. Years 1 – 6 children will continue studying the units of writing they are currently on. New units of writing will be introduced as and when required.

Maths

Reception children will be guided by Mrs White to work towards their early learning goals. Years 1 – 6 teachers will continue to follow the White Rose scheme of work. Children will be directed to online videos and support materials each day.

Topic

A rolling programme of topics will be introduced each week to ensure the curriculum remains broad and balanced.

Work will be marked via ClassDojo. Children (parents) are asked to upload completed work to their portfolios for marking. A daily live TEAMS session, for each class, will be offered for children to seek support and instruction. A live TEAMS timetable will be published to help families organise time and devices. Where possible, no two classes will live stream at the same time.

