Remote learning policy

Episkopi Primary School
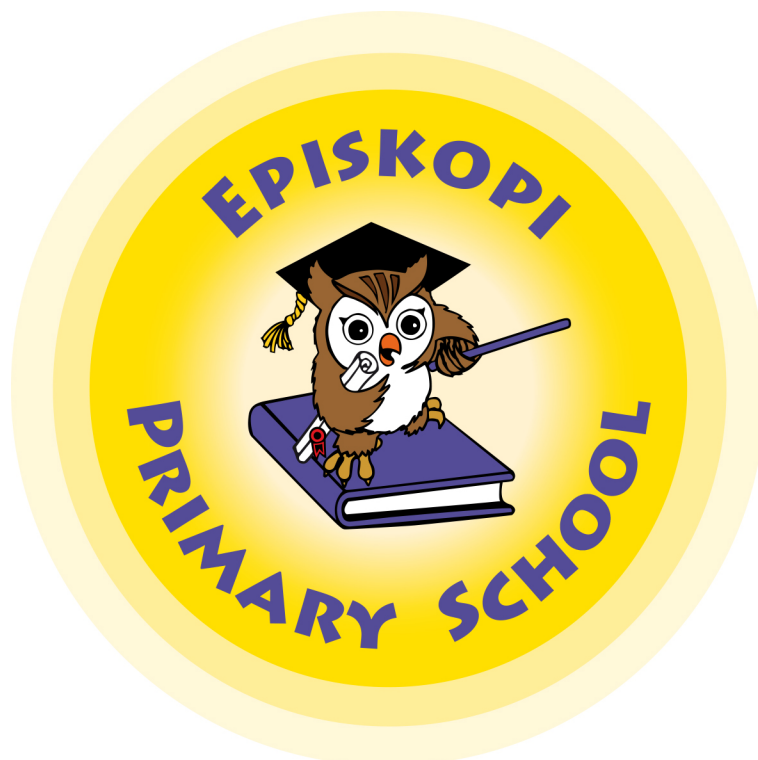
Approved by:	Damon Donaldson	**Date:** 04/01/2021
Last reviewed on:	04/01/2001	
Next review due by:	January 2021	

Contents

---

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 07:30-14:30

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 providing remote learning, teachers should aim to follow an objective led learning approach, similar to that which would be offered within the week in school, using the new curriculum booklets. Teachers should:

> Setting work –

  o Ensure that all children in their class are provided with differentiated learning activities which will support and develop their understanding;

  o EYFS: provide a range of learning activities over the week, including regular reading, RWI phonics, Talk 4 Writing activities and maths activities;

  o Y1 – Y6: Each day, ensuring a reading, writing and maths learning activity is available for completion;

  o Y1 – Y6: Each week ensure that a science and one other non-core subject curriculum learning activity is given.

  o Other learning opportunities will be made available on Padlet (via the Seesaw platform) – updated on a fortnightly basis.

  o Provide access to pre-recorded teaching sequences for English (Reading and Writing) and Maths, both directly from the teacher and also through platforms such as WRM and RWI;

  o All work should be made available to children from 0800 each day;

  o The main platforms for hosting learning are SEESAW and Tapestry, with links to Google Docs and Padlet where required. Attention should be paid to the amount of screen time being expected each day, and where possible a variety of hands on or paper led activities should be included.

- o We will provide hard copies of some resources where necessary, e.g. a maths and an English exercise book.
- o Year groups should plan together through the week to ensure consistency in learning approaches, and to share the preparation of activities and videos / introductions.
- o If school is open, but some families are required to stay at home to self-isolate, then work will be set as outlined above. It may be necessary to provide paper copies of work set, and if so, arrangement should be made for these to be delivered to the family's accommodation.

> Providing feedback on work –
- o All work should be submitted through the learning platforms, or via digital pictures sent to class teachers of copies of work where required;
- o Feedback should be focussed on improvement, and can be delivered via written comments, or recorded (audio or video) responses attached to pieces of work;
- o Feedback should be completed the same day if possible to allow for improvements in future pieces of work.
- o Work will stay live for 24 hours, after which there is no expectation for the teacher to comment on that work. If parents choose to complete work not completed in previous days, then the teacher is not required to provide feedback on this work when submitted.
- o Teachers are not expected to provide feedback outside of the agreed working hours, any completed work uploaded after this time, should be responded to the following day.

> Keeping in touch with pupils who aren't in school and their parents –
- o All class teachers are expected to start the school day with a welcome video (via Seesaw) and an outline of the learning for the day ahead.
- o Where possible weekly contact should be made with all children via video link (*Microsoft teams* and/or *schoolcloud*) in the presence a parent. When this is not possible class teachers will contact parents (and children) by phone.
- o Children will receive feedback on learning tasks on a daily basis. In addition, Class Dojo should be used to support regular contact with parents.
- o Teachers should respond to Class Dojo messages (email for EYFS) during the agreed hours only. Any messages received after the agreed finish time should be dealt with the following day. There is no expectation to respond to messages during the weekend or holiday periods.
- o Concerns, issues and queries raised by parents should be initially shared with the class teacher. When responding to parent/s, the class teacher will inform their Key Stage leader. If necessary, the Key Stage Leader will pass the concern on to a member of the SLT for response.
- o If children regularly do not complete work provided, initial contact should be between the class teacher and parent and shared with the Key Stage Leader. Should it continue to be an issue, the class teacher should pass the information to a member of the SLT. No attendance register will be taken; however, teachers should monitor completion of work each day and log which children are interacting with the activities. Names of children not interacting on a regular basis should be sent to a member of the SLT, who will follow this up with the parents and Unit Welfare Officer.

> Attending virtual meetings with staff & parents –
- o In order to ensure staff remain supported and keep in touch as a school team, regular virtual staff meetings will take place. In addition, if remote learning continues for longer than half a term, there may be the option to offer virtual parent consultations to discuss children's progress.

- o Staff should follow the school dress code at all times, and ensure that they conduct the virtual meeting in the same professional manner as they would a face to face meeting.
- o All meetings should be conducted in a suitable location, such as the dining room, and staff should be aware of what can be viewed by parents in the background to the call. Background noise should be minimised if possible.

2.2 Learning Support Assistants

When assisting with remote learning, or with key worker provision, learning support assistants, unless they are supporting their own children at home, must be available between 08:00-13:00, or for the contracted hours agreed with the headteacher.

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 –

- o Additional support may be required to support children with specific interventions;
- o Support can be provided through daily contact via Seesaw;

> Attending virtual meetings with teachers –

- o If attending virtual meetings, attention should be paid to the agreed school dress code, and a professional appearance maintained at all times;
- o All meetings should be conducted in a suitable location, such as the dining room, and staff should be aware of what can be viewed in the background to the call. Background noise should be minimised if possible.

Where key worker provision is being delivered, LSAs may be asked to be part of the supervision, and will be required to attend the provision to support children in the completion of their remote learning activities.

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;

> Monitoring the remote work set by teachers in their subject –through regular meetings with teachers and by reviewing samples of the work set;

> 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:

> Co-ordinating the remote learning approach across the school.

> Monitoring the effectiveness of remote learning –through regular meetings with teachers and subject leaders, reviewing work set and through reaching out for feedback from pupils and parents.

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

> The SENCO will maintain contact with teachers and parents for any children with individual learning plans, and will help to differentiate learning activities where necessary in order to meet the children's needs.

2.5 Designated safeguarding lead

The DSL is responsible for ensuring that all children are kept safe and any concerns acted upon swiftly. Teachers and LSAs are to report any concerns they may have using the MyConcern system and the DSL/DDSL will contact the parent to follow up on the concern.

2.6 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 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 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.

> 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.

> Be respectful when making any complaints or concerns known to staff.

> Be respectful of teacher's working hours and limit contact to the agreed hours.

2.8 School Governance Committee (SGC)

The SGC 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.

> Monitoring the well being of school staff and maintaining regular contact.

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 relevant key stage leader or a member of SLT
- Issues with IT – talk to IT staff and log a job through the helpdesk
- Issues with their own workload or wellbeing – talk to the Headteacher
- Concerns about data protection – talk to the Headteacher
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

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

- Use authorised school equipment such as school laptops and surface pro machines;
- Make use of 'One drive' for the storage and transfer of resources, unless these can be accessed form the school server. No personal portable storage devices should be used to remove information from the school server.

4.2 Processing personal data

Staff members may need to collect and/or share personal data, such as school email addresses or families personal 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;
- Ensuring the antivirus software is up to date.

5. Safeguarding

The school safeguarding policy can be found via the school website. Safeguarding procedures remain unchanged during remote learning times, and extra vigilance should be used to help safeguard children remotely.

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. After every review, it will be approved by the Executive Committee of the SGC.

7. 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