



Remote learning policy

Contents

1. Aims	2
2. Roles and responsibilities	2
3. Who to contact	5
4. Data protection	6
5. Safeguarding	6
6. Monitoring arrangements.....	6
7. Links with other policies.....	6

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
- › Ensure collaboration between the school and families to ensure pupils can successfully access the remote education provision. For some pupils this will mean a bespoke approach to enable specific provision.
- › Differentiate clearly between the remote learning provision for pupils who need to self-isolate or are required to remain at home
- › 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 are responsible for:

- › Planning work (for self-isolating children and those required to stay at home):
 - In collaboration with their year group team via Zoom.
 - For the children in their class (and year group).
 - Teachers should provide a weekly timetable covering a number of different subjects.
 - They should plan work to the equivalent length to the core teaching pupils would receive in schools: 5x Phonics, 5x English, 5x Maths, 5x afternoon lessons, along with supplementary activities.
 - Work should follow the Long- and Medium-Term plans and be clearly sequenced.
 - Knowledge and skills will build incrementally and there will be clarity regarding what needs to be taught and practised in each subject. Teachers should adjust the pace or difficulty in response to feedback (questions or assessments).
 - New learning and content can be delivered by the teacher or through high-quality curriculum resources or videos (e.g. Oak Academy or BBC Learning).
- › Differentiation (for self-isolating children and those required to stay at home):
 - Work should be differentiated for those that need extra support/scaffold or challenge.
 - Where possible, work will be designed so that families do not need to print it out, with a focus on practical learning to reflect our broad and ambitious curriculum, especially for younger pupils and some with SEND.
 - Teachers to individualise home learning packs based on their knowledge of the child, from conversations with parents or after liaising with the SENCo.
- › Delivering live lessons (only when the whole class is required to stay at home):

- From the lessons outlined above, teachers will teach 5x Phonics, 3x English and 2x Maths lessons live via Zoom weekly. The number of English/Maths live lessons will alternate weekly.
- Teachers may wish to also offer live story readings.
- They should send the link for these to the school office by the Friday before so that parents have them in advance.
- Lessons should be recorded on individual Zoom accounts so that they can be kept for safeguarding purposes. More guidance here: <https://support.zoom.us/hc/en-us/articles/201362473-Local-recording>
- Each teacher will need to have a backdrop screen reflecting their classroom. If you need to turn this off at any point to hold up resources, ensure that you are sat in front of a plain wall.
- Live lessons will allow for daily interaction with teachers, as well as immediate assessment and feedback.

➤ Providing feedback on work (for self-isolating children and those required to stay at home):

- Families can send in work to the individual email addresses for each year group.
- Teachers should check and respond to these daily before moving them into the archived folder.
- Teachers do not have to respond to any emails outside of their working hours.
- There is, however, no expectation for teachers to mark completed work.

➤ Keeping in touch with pupils who aren't in school and their parents (for self-isolating children and those required to stay at home):

- Teachers will make weekly phone calls to families whose children are not in school.
- If any complaints or concerns are shared by parents or pupils, teachers should inform their Year Lead, who can resolve it or inform a member of the Leadership team.
- For any safeguarding concerns, refer to the section below.
- If children are not completing work or teachers have not been able to make contact with them, then teachers should seek appropriate guidance.
- If a child who is meant to be at school is not attending, the class teacher will upload an incident to CPOMS and share it their Year Lead and SLT. DSL will liaise with SLT to make contact with the family.

➤ Attending virtual meetings with staff, parents and pupils:

- Teachers to follow the school dress code
- If teachers are at home, they should use a backdrop screen reflecting their classroom or sit in front of a plain wall.

Those teachers working in school should release themselves to teach their live lessons and work in collaboration with their team to share out the workload, taking into account that they are teaching all day.

2.2 Support staff

When assisting with remote learning, support staff must be available between normal working hours.

If they 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.

When assisting with remote learning, support staff could:

- Support pupils who are not in school with learning remotely by creating content for the website (e.g. recording themselves reading stories)
- Support with planning where appropriate
- Cover a teacher who is unable to teach due to illness
- Attend virtual meetings with teachers, parents and pupils (see guidance above)

Those support staff working in school do not need to support with remote learning other than releasing the teacher that is with them so that they can teach their live lessons.

2.3 Year Leads

Alongside their teaching responsibilities, Year Leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers in their year group to ensure remote learning work is consistent and sequenced appropriately.
- Saving remote learning on the school system in the following folder S:\Planning\Home Learning\Spring Lockdown
- Then sending it to the Head and Deputy Head by 3pm on Thursday for checking:
 - Organise this work into days, so – for example – inform the Head/Deputy which work needs to be uploaded for Monday, along with any attachments (i.e. images, PowerPoints, links).
- Once checked, Year Leads should organise for enough paper copies (plus a main copy) to be printed for those families in their year group without access to devices or the Internet. These will be collected on Monday afternoon.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Headteacher and Deputy Headteacher:
 - Uploading remote learning to the website (when a whole class is required to stay at home).
 - Co-ordinating the remote learning approach across the school.
 - Monitoring the effectiveness of remote learning through regular communication with the staff and Headteacher.
- SENCo/DSL/SLT:
 - Ensure that pupils with SEND can successfully access remote education alongside their peers.
 - Endeavour to ensure that educational provision for pupils with SEND remains in place.
 - Provide individual learning packs to pupils have an EHCP or a pending EHCP.
 - Weekly contact with vulnerable pupils and their families.
 - Ensure that outside agency support continues to be provided (e.g. Speech and Language).
 - Notify the social worker when a vulnerable child is asked to self-isolate and to agree the best way to maintain contact and offer support to the child/family.

2.5 IT staff

IT staff are responsible for:

- › Fixing issues with systems used to set and collect work
- › Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- › Uploading unlisted videos to the school's YouTube channel
- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.6 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although they will not be in front of a device the entire time
- › Complete work that is set
- › 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

3. Who to contact

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

- › Questions about the curriculum – talk to Year Leads
- › Questions about remote learning – talk to Deputy Head
- › Issues with behaviour – talk to Assistant Heads
- › Issues with IT – talk to Amir Bechia
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to the data protection officer (Caroline Adamczyk)
- › Concerns about safeguarding – post on CPOMS and/or talk to Sarah Dolan

4. Data protection

4.1 Accessing personal data

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

- › Use the laptops given to them by the school rather than their own personal devices
- › Access the school system remotely if they are able to do so.

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)
- › Making sure the device locks if left inactive for a period of time or you lock the device if you walk away.
- › Not sharing the device among family or friends

5. Safeguarding

Safeguarding is our utmost priority and has been carefully considered in terms of remote learning, therefore it has been embedded throughout this policy.

6. Monitoring arrangements

This policy will be reviewed annually by Abbas Jaffer (Deputy Headteacher). At every review, it will be approved by the full governing board.

7. Links with other policies

This policy is linked to our:

- › Behaviour policy
- › Child protection policy and 2021 Addendum
- › Data protection policy
- › ICT and internet acceptable use policy
- › Safeguarding policy and 2021 Addendum