



Remote learning policy

Buglawton Primary School

Approved by:	Alison Kennerley	Date: September 2020
Last reviewed on:	September 2020	
Next review due by:	January 2021	

Contents

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

Remote learning is the way in which children continue to access education from home, in the event of pupil absence or partial or full closure of schools (during Covid-19). This can be online or on paper.

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 in the case of a bubble closure, teachers must be available for their usual teaching hours between 8:45am and 3pm (or their pro-rata working hours if they work in a part time capacity). Teachers are also entitled to their usual break and lunch time periods and it is not expected that staff respond to e-mails or carry out tasks during this period. Teachers should take these breaks at reasonable times of their discretion during the working day.

Teachers working remotely are entitled to their PPA (Preparation, Planning & Assessment) time while working remotely. Where possible, teachers should take this during their regular slot and, during this time, should not be expected to carry out the tasks relating to home learning mentioned below, though this does not mean they cannot carry out these tasks as they see fit.

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 are responsible for either:

- Setting work for individual children self-isolating
 - Provide a daily Maths and English activity and accompanying PowerPoint (or similar equivalent) using Google Classroom.
 - Provide a 'menu' style set of activities for Foundation subjects and upload this to Google Classroom.
 - Assign appropriate assignments on Times Table Rockstars, Spelling Shed and spag.com and monitor this accordingly.
 - Make paper packs of work equivalent to that online and in class, available for collection or delivery.
 - Setting work for a whole class in the case of a class bubble closing
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- Provide a daily Maths and English activity and accompanying PowerPoint (or similar equivalent) using Google Classroom.
- Provide a 'menu' style set of activities for Foundation subjects and upload this to Google Classroom.
- Assign appropriate assignments on Times Table Rockstars, Spelling Shed and spag.com and monitor this accordingly.
- Make paper packs of work equivalent to that online and in class, available for collection or delivery.
- In some cases, upload pre-recorded lessons to Google Classroom
- Providing feedback on work from individual children self-isolating
 - Monitor the work submitted to Google Classroom from individual children.
 - Respond to any specific questions regarding the work by commenting on the work itself using Google Classroom.

(Please note that staff may not be able to provide feedback to pupils self-isolating whilst working in school full time).

- Providing feedback on work from a whole class
 - Provide a comment for each piece of submitted work for each child.
 - Respond to any specific questions regarding the work by commenting on the work itself using Google Classroom.
- Keeping in touch with pupils who aren't in school and their parents
 - In the event of self-isolation of a whole class, staff should make weekly contact via phone to their designated families (this will be shared amongst staff assigned to that class).
 - Respond to e-mails from parents within school working hours. Staff should not be expected to respond to e-mails after 3pm.
 - Report any concerns and complaints, along with any safeguarding issues that arise, in accordance with the relevant policy.
 - Make contact with families failing to engage with home learning and pass any issues to the SLT accordingly.
- Attending virtual meetings
 - Attend a weekly virtual staff meeting.
 - Attend meetings with parents and staff as and when required.
 - Dress appropriately and attend the meeting in an appropriate area free of background noise where possible.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal contracted 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 remote learning
 - Teaching assistants assigned on a 1:1 basis to a child with additional needs should make regular contact with that pupil's family to ensure that pupil accesses home learning appropriately.

- Teaching assistants should use their professional judgement to decide how regular that contact should be and how it should be undertaken, in liaison with the class teacher and SENDCo. Examples could include, but aren't limited to, phone calls, e-mails and virtual meetings.
- Keeping in touch with pupils who aren't in school and their parents
 - In the event of self-isolation of a whole class, teaching assistants should make weekly contact via phone to their designated families (this will be shared amongst staff assigned to that class).
- Attend meetings
 - Attend meetings as and when required to by the Headteacher.
- Attendance in school
 - Teaching assistants may be re-assigned to another task within school at the discretion of the head teacher.

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

2.3.1 SENDCO

Alongside their teaching responsibilities, the SENDCO is responsible for:

- Liaising with families of pupils on the SEN register regarding their home learning.
 - This could include, but is not limited to, advising on resources that may aid those with additional needs and/or alternative tasks.
- Monitoring the impact of home learning on those with additional needs.
- Liaising with teaching assistants to support children with Special Educational Needs.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across school
 - Technical issues should be directed to the Computing Lead who will liaise with the local authority on the best course of action.
 - Issues and questions relating to this policy should be directed to the Headteacher.
- Monitoring the effectiveness of remote learning
 - Liaising with teaching staff, parents and, where appropriate, students to evaluate and alter the policy as and when required.
- Monitoring the security of remote learning systems
 - Ensuring all systems used by the school are compliant with the current GDPR regulations.
 - Respond and adapt this policy and monitor the implementation of this policy with particular regard to safeguarding concerns.

2.5 Designated safeguarding lead

The DSL is responsible for:

- Liaising with other professionals to ensure vulnerable children are safe
- Contacting vulnerable families to check on welfare and any additional support needed
- Providing support where needed.

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. This may be via telephone or email contact to parents.
- 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

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

2.8 Governing body

The governing body 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. Who to contact

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

- Issues in setting work for SEN children – talk to the SENCO
- Issues with behaviour – talk to a member of SLT
- Issues with IT – talk to Computing Lead or CE support
- Issues with their own workload or wellbeing – talk to the Headteacher
- Concerns about data protection – talk to the data protection officer (SBM)
- Concerns about safeguarding – talk to the DSL or Deputy DSL (having recorded on CPOMS)

Include contact details where necessary.

4. Data protection

4.1 Accessing personal data

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

- Make use of curriculum documents and resources via the school's SharePoint area. When sharing materials and resources with pupils this will be done solely through Google Classroom using their school laptop only.

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. Staff are reminded that in the event of telephone calls being made that their own personal telephone number is withheld using the prefix 141.

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

An addendum to the school's Child Protection policy has been created which is available upon request from the Headteacher.

6. Monitoring arrangements

This policy will be reviewed termly by the Computing Lead. At every review, it will be approved by Headteacher.

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
- › SEND policy
- › Attendance Policy