

Remote Learning Policy

Clover Hill VA Infant and Nursery School



Approved by:	The All Angels' Governing Body
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Parents is used in this policy to refer to parents and carers

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, whether these are individuals in a class or whole classes or in the event of a total lockdown.
- › 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 8.30am and 4.00pm.

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.

The safeguarding policy should be referred to in relation to use of technology when communicating with child and parents.

When providing remote learning, teachers are responsible for:

- › Setting work:
 - Teachers are responsible for providing work for the pupils in their class from day 1 of their absence. If a child is send home during the day, work should be made available for them to take away at that time. This may be in the form of a "Day 1 Sheet" but also send child home with additional learning resources such as a reading book, pencils, exercise book and ReadWrite Inc book.
 - Teachers should provide 3 tasks per day using the school curriculum and medium-term planning to guide their activities, so that children have a good coverage of the curriculum.
 - Work should be uploaded each day using the activities section of Class Dojo or through Tapestry. Work should be labelled by day and subject eg: 'Day 1 Maths Addition' and follow the agreed timetable.
 - Teachers should explain what children need to do for each activity and to model the activities needed using the Tapestry platform.

- Teachers need to be mindful of the children's age and stage when setting work. Also the pedagogy needs to align with usual school practice as far as possible.
- Providing feedback on work:
 - Work completed by children will be photographed by the parent and uploaded to Tapestry.
 - Teachers should acknowledge work and provide feedback where necessary Tapestry.
 - Work should be acknowledged by the end of the next day.
- Keeping in touch with pupils who aren't in school and their parents:
 - Teachers should attempt to make contact with children daily using Tapestry or email.
 - If children and parents do not engage with these messages, follow safeguarding procedures as outlined in the safeguarding policy (see also Covid addendum)
 - Parental complaints or concerns should be referred to Phase Leaders in the first instance – for any safeguarding concerns, refer to the safeguarding policy.
 - Engagement with work to be always encouraged positively.
- Attending virtual meetings with staff, parents and pupils:
 - Staff should always ensure they are suitably dressed, following the All Angels' staff dress code
 - Use a suitably quiet location and being mindful of household items or furniture in the background ie no beds!
 - When attending virtual meetings in school with children and parents at home, aim to do so without showing children without photo permission, especially if a lesson input has been recorded.
 - If remote learning sessions or preparation need to take place during a teacher's normal teaching time, aim to have the lesson covered, at least in part, by the HLTA or Teaching Assistants.
- Children who do not have access to technology:
 - Staff should make every attempt to ascertain whether a child has access to age appropriate technology and inform the Phase Leader if not.
 - School will issue a laptop to children if appropriate who otherwise have no access to technology and the work cannot be accessed in any other way. The school library system will be used to monitor loans of technology.
 - School staff should be mindful of children who may still require paper versions of the work set.
 - School staff should be mindful of families who may need to share a device, therefore limiting a child's time using technology. By providing paper versions of the work set and some activities which do not require technology, children can still remain engaged with their learning.

2.2 Teaching Assistants

When assisting with remote learning, teaching assistants must be available between 8.30am and 3.30pm.

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.

The safeguarding policy should be referred to in relation to use of technology when communicating with child and parents.

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

- Supporting pupils who aren't in school with learning remotely by:
 - Carrying out check ins and well-being calls with named children
 - Producing paper versions of the work if no technology is available at home
 - Supporting the class teacher with activities associated with the effective provision or preparation of remote learning.
- Attending virtual meetings with teachers, parents and pupils:
 - Staff should always ensure they are suitably dressed, following the All Angels' staff dress code
 - Use a suitably quiet location and being mindful of household items or furniture in the background ie no beds!
 - When attending virtual meetings in school with children and parents at home, aim to do so without showing children without photo permission, especially if a lesson input has been recorded.

2.3 Phase Leaders

Alongside their teaching responsibilities, Phase Leaders are responsible for:

- Considering whether any aspects of the year group's curriculum needs to change to accommodate remote learning
- Working with teachers across the year group to make sure all work set is appropriate and consistent
- Working with other Senior Leaders to make sure work set remotely across all subjects is appropriate and consistent.
- Monitoring the remote work set by teachers in their phase through regular phase or year group shared planning meetings.
- Consider how the teachers across the phase can support the learning of children across the phase ie shared video input, shared planning, rota for zoom assemblies
- Alerting teachers to resources they can use to teach their class remotely
- Pay due consideration to the workload of teachers needing to teach daily as well as providing remote learning. Try to come up with solutions within the phase.

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – Leaders must work together to ensure a consistency of approach across the school and informing the Headteacher of progress regarding remote learning.
- Monitoring the effectiveness of remote learning, through regular meetings with leaders reviewing work set or seeking feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations.

2.5 Designated safeguarding lead

The DSL is responsible for:

Ensuring that the processes, systems and procedures in the safeguarding policy (and the Covid addendum as appropriate) are adhered to.

2.6 IT staff/JC Comtech

IT staff are responsible for:

- › Helping staff with any technical issues they're experiencing
- › Advising the Headteacher/deputy head about the security of remote learning systems and flagging any data protection breaches to the data protection officer

2.6 Pupils and parents

School attendance during remote learning is:

- Children completing work throughout the day
- Two-way communication between teacher and child e.g. work submitted on Tapestry and a teacher commenting; attending a virtual workshop or assembly or a phone call with the teacher/teaching assistant.
- Parents must call the school on first day of absence and report in each subsequent day of absence (see the school's attendance policy).

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
- › 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 – if you know of any resources staff should point parents towards if they're struggling, include those here
- › Be respectful when making any complaints or concerns known to staff

2.8 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. 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 Phase Leader or SENCO
- › Issues with behaviour – talk to the relevant Phase Leader
- › Issues with IT – talk to JC Comtech
- › Issues with their own workload or wellbeing – talk to their line manager or the headteacher
- › Concerns about data protection – talk to the data protection officer
- › Concerns about safeguarding – talk to any of the Pastoral Team/DSLs

4. Data protection

4.1 Accessing personal data

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

- › Use Scholar Pack from a school device or secure device at home

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses and phone numbers 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. This information is entered on Scholar Pack and would have been given by the parent for use as part of our usual communication method.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members and JC Comtech 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) See also the Password Policy
- › Any confidential information should not be stored on the device, but on the cloud on 365.
- › 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

Staff must ensure familiarity with the Federation's latest Safeguarding policy (and the Covid addendum if appropriate) which can be found on Share Point.

6. Monitoring arrangements

This policy will be reviewed termly as appropriate by the headteacher. At every review, it will be approved by the governing board.

7. Links with other policies

This policy is linked to our:

- › Behaviour and Relationships 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
- › E-safety policy
- › Password Policy