Remote learning policy

Lower Farm Primary School

Approved by: Governors	**Date:** January 2021
Next review due by:	September 2021

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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 9am – 3pm during school days.

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:

> Setting work –

  o   Who they need to provide work for, including if they may need to cover for other classes

  o   The amount of work they need to provide

  o   When this work needs to be set (6pm the day before)

  o   Uploading work to Google Classroom

> Providing feedback on work

> Keeping in touch with pupils who aren't in school and their parents:

  o   A Google Meet session once a week

> Attending virtual meetings with staff, parents and pupils:

  o   Teachers will still be expected to attend any virtual meetings or training

Specific guidance is given in Appendix 1 (below) Remote Learning Expectations for Teachers

2.2 Teaching assistants/Learning Support Assistants

When assisting with remote learning, teaching assistants must be available during their usual 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 remotely as directed by the classteacher:

  o   Which pupils they'll need to support

  o   How they should provide support

> Attending virtual meetings with teachers, parents and pupils

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

> 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 – L O'Donovan to lead this

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

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

2.5 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, 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

2.6 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:

Here are some suggested issues and the most likely points of contact, but adapt and add to this as needed:

> Issues in setting work – Relevant subject lead or SENDCO

> Issues with behaviour – Relevant phase leader

> Issues regarding curriculum – J Turner

> Issues with IT – L O'Donovan / LA-ICT Helpdesk

> Issues with their own workload or wellbeing – L O'Donovan

> Concerns about data protection – Data Protection Officer

> Concerns about safeguarding – S Milner

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will access data on the school provided laptops rather than their own devices.

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)

> 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

Please refer to Lower Farm School Safeguarding Policy.

6. Monitoring arrangements

This policy will be reviewed annually by L O'Donovan At every review, it will be approved by the governing body.

7. Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix 1

Remote Learning Expectations for Teachers

January 2021

If an individual child is isolating

- The office will send you an email informing you as the classteacher that the child is isolating.

- Classteachers will need to provide children with learning activities via email/Class DoJo.
  - The office will ensure that we have the email addresses of the parents when they inform us of the isolation and send this in the email to you. If the email address isn't sent to you then please feel free to find the email address on SIMS (On the student details, Section 5, double click on 1st contact and scroll down to the email section)
  - The learning will need to be whatever learning is taking place in school. So you may need to send parents copies of Powerpoint slides, pdf worksheets, spellings etc.
  - The work could be sent via a link to a teacher's Google Drive folder
- Once you have sent work please email the office & Sarah Milner back to confirm that you have sent work (as they will update their spreadsheet)
- Classteachers will need to mark the completed work when the child returns to school. Preferably ask the parent to email work, but if necessary the child can bring the work into school when they return (teachers will need to quarantine the sheets for 2 days before handling if possible)

If a whole year group is isolating / National Lockdown

In Years 1 – 6, remote learning activities will be shared with children/parents via Google Classroom.

In Early Years/Foundation Stage remote learning activities will be shared via 'Evidence Me' app.

Google Classroom Expectations

- Teachers to set 1 English, Maths and a Topic lesson every day.
- Every Maths and English activity will include a video introduction as well as an activity. This introduction can be a link to Oak Academy/White Rose Maths / YouTube video or a Teacher filmed video.
- Every day there will be 1 video which is created by the teacher (this could be any of the subjects).
- Reading
    - In KS1 the teachers will record themselves reading a text at least 3 times a week.
    - In KS2 teachers will to record themselves reading a text at least once a week.
- In KS1 1 phonics video to be sent a day – this could be teacher filmed or a link to video online.
- Spellings can be set on Spellzone, or directly onto Google Classroom.
- All learning activities will be in line with the medium term plans
- The children that are still attending school will complete the same learning.
- All learning activities will be posted at 6pm for the following day in order for parents/carers to prepare resources in advance.
- Children will be expected to hand in work via Google Classrooms (this may be in the form of a photo of a drawing, a video, word doc, photo of writing etc.) which will be marked by teachers.
- If parents have no access to a printer, they can collect the worksheets for the week on Monday afternoons (school to be informed in advance).
- If a child has no access to a device or mobile data, school will provide a Google Chromebook via a loan agreement or a mobile data package through the Government 'Help with Technology' scheme.
- Children will be offered a 'Google Meet' session with their classteacher and peers once a week.