Remote Learning Policy

UN Convention on the Rights of the Child

Article 28 (right to education) Every child has the right to an education

Contents

1. Aims

This Remote Learning Policy aims to:

- Ensure consistency in the school's approach to remote learning
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

Please note that this policy has been created with regard to advice and guidance received from Department for Education (DfE) and from Joint Unions (see links in Appendix).

2. Roles and responsibilities

2.1 Teachers

Teachers ideally are available Monday-Friday during usual working hours but this will be primarily directed by their own personal family circumstances/situation during the current crisis. Underpinning this approach is an understanding for flexibility as to when teachers can be available. 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.

Teachers are responsible for:

Setting work:

o Class teachers will provide approximately three activities per day for their pupils plus Reading;

o Activities should include one English (either Writing or Spelling); one Maths; and one other Curriculum subject;

o Instructions should contain enough detail for the pupil to be relatively independent (age dependent) but should not rely on use of a computer or device as it is acknowledged that this may be needed by siblings and/or parent(s) working from home. Teachers should not assume that a home has access to a printer to print anything;

o Work should be uploaded by close of the day on the Sunday before the new week's remote learning is due to commence;

o Work will be uploaded to Google Classroom

o SLT will coordinate with other teachers to ensure consistency of approach and to try and ensure that pupils with limited access to computers/devices can still complete the work.

Responding as appropriate to parents:

o Regular contact with parents is expected;

o Teachers should never use a personal device that shares their personal contact details (e.g. phone number or private email address);

o Parents who send a pupil's work and/or photographs/videos should receive an acknowledgement and praise from a teacher or other school staff. This will not aim to replicate feedback on strengths and development in learning that parents might expect when the school is open and working normally.

Parents should note that the government does not expect them to perform as teachers nor expect a school's lockdown offer of remote learning activities to be 'education as normal but from home'. While it is ideal for children to remain engaged with their learning and particularly rewarding if they can share this with a parent(s)/carer(s), it is recognised that families are all coping in different ways with different challenges and there is therefore no expectation that work will be completed and certainly not to the standard that teachers would normally expect in class;

o If a teacher receives an email from a parent with regards to a query or concern, then that email is sent to the SLT. Teachers may be asked to provide a response or comment on a response to a parental query after it has been discussed with a member of the SLT. On most occasions a member of the SLT will respond directly to the parent.

2.2 Teaching Assistants

Teaching assistants should be available during their normal working hours on the days they are normally required in school. 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.

Teaching assistants may:

Complete other work to support the school as directed by the Headteacher;

Undertake remote and/or online CPD training;

Attend virtual meetings with colleagues.

2.3 Subject Leads

Alongside their teaching responsibilities, as outlined above, Subject Leads may:

Consider whether any aspects of the subject curriculum need to change to accommodate remote learning;

Work with teachers setting the curriculum subject to make sure work set is appropriate and consistent;

Work with other subject leads and senior leaders to make sure work set across subjects is appropriate and consistent, and activities are being set at an appropriate distance away from each other;

Monitor the work set by teachers in their subject – explain how they will do this, such as through regular meetings with teachers or by reviewing work set;

Alert teachers to resources they can use to teach their subject.

2.4 SENDCO

The SENDCO is responsible for coordinating provision for pupils with SEND across the school as set out within the schools Special Educational Needs Policy.

During a period of enforced school closure, the SENDCO will continue to:

o Lead on liaison with SEND pupils at home and their families;

o Ensure completion of necessary SEND paperwork and/or applications;

2.5 Senior Leadership Team (SLT)

Alongside any teaching responsibilities, senior leaders are responsible for:

o Coordinating the remote learning approach across the school;

o Monitoring the effectiveness of the remote learning activities for example through contact with teachers and subject leaders and reviewing the work set;

o Identifying which families may have no access to the internet and ensuring that hard copies of learning activities planned by teachers are made available to the parent for collection or delivery;

o Oversee the ongoing wellbeing and CPD of teaching assistants.

2.6 Designated Safeguarding Lead (DSL)

The DSL's responsibilities are identified within the school's Child Protection Policy.

2.7 Pupils and parents

Staff can expect pupils to:

Try their best to complete at least some of the activities provided on a daily (weekday) basis;

Do some reading (or listen to some reading) every day;

Seek help if they need it from adult(s) at home;

Have fun.

Staff can expect parents to:

Support their child(ren) as best they are able given their own home circumstances, health and work commitments etc;

Seek help from the school if they need it;

Be respectful when making any complaints or concerns known to staff;

Confirm that they are happy for their child's work to be uploaded to the school website

2.8 Governing Body

The Governing Body is responsible, including as advised by the DfE, for:

Supporting staff and pupil wellbeing;

Being pragmatic about what is covered in virtual meetings by prioritising urgent, time bound decisions only;

Keeping monitoring to a minimum by focussing on safeguarding, health and safety, headteacher and staff wellbeing and (to a lesser extent) the school's approach to providing remote learning for pupils; Directing any approaches by parents made to them directly or indirectly to the school via email; Determining how to handle statutory procedures during a period of enforced closure such as grievance and disciplinary panels, exclusions, complaints and admission appeals, noting that: Exclusions – the DfE has clarified that the statutory timeframes for considering exclusions are still in effect but that the regulations already anticipate that these timeframes cannot always be met. Complaints - the DfE has updated their guidance for school's complaints policies to provide that new or existing complaints should not be handled whilst schools are closed.

If a school is closed during the enforced closure period, the Headteacher should write a response to outline the school's position and explain that the school is unable to follow its usual complaints process until school has reopened.

3. Who to contact

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

Issues with their own workload or wellbeing – contact their line manager or Headteacher

Concerns about data protection –contact the Headteacher who will liaise with the data protection officer

Concerns about safeguarding – contact the DSL or DDSLs as set out within the school's Child Protection Policy

If parents have any concerns above and beyond the acknowledgement of work by the class teacher, then they should contact the Headteacher or a member of her SLT at school

4. Data protection

4.1 Accessing personal data

When accessing personal data, all staff members will:

Only use their official school email account and never use personal messaging systems;

Connect to the school network using only a school remote desktop connection to work with any personal data to ensure that no data actually leaves the school premises.

4.2 Sharing personal data

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, 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

The school's Child Protection Policy has been updated to reflect the current situation.

6. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. At every review, it will be approved by the Governing Body.

7. Links with other policies

This policy is linked to the school's following policies:

Behaviour Policy

Child Protection Policy Data protection policy and privacy notices

ICT and Acceptable Use Policy

Staff Code of Conduct

Reviewed: December 2021