

Remote learning policy

Spire Junior School



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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

A Flexible Approach

We understand that everyone's circumstances at home will be different. Some families have one child to support while others have several. Some families have one device to share while others may have more – and some things may work differently on different devices. Some parents will have plenty of time to help their children learn, while others will be working from home and may have much less time and some children will be able to work more independently than others or need greater challenge. Due to this we are providing a flexible approach to remote learning. We will be providing 4 hours a day of activities and we ask families to make the learning for their child manageable for the whole family. We hope to offer a variety of daily online and offline learning activities across the curriculum so that pupils can dip in and out and work their way through things as and when they are able. The staff remote learning lead is Dave Shaw, Headteacher and any concerns, questions or feedback can be communicated with him through email or by telephoning the school.

2. Roles and responsibilities

The Headteacher has overall responsibility for ensuring home learning takes place and that all aspects of this policy are adhered to. Other roles and responsibilities are:

- Year group teachers – To plan and resource a remote learning curriculum which matches this policy
- SENCO – To monitor the quality of work / differentiation for children with SEND and ensure their needs are met.
- Learning Mentor and Pastoral Manager – To ensure all vulnerable children and families are monitored and supported during periods of remote learning.

2.1 Teachers

When providing remote learning, teachers must be available between 9am and 3.30pm daily.

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:
 - Setting work for the children in the year group
 - Every morning a welcome message / introduction to the day will be uploaded
 - 4 hours a day of work should be provided
 - Work should be set by 8am each day (or go live at 8am each day)

- The work should be uploaded to the school learning platform 'SeeSaw'
- The best case scenario is to have one teacher in school and their year group partner leading home learning, however we acknowledge that this will not always be possible, and teaching assistants may have to teach small classes at school. In any scenarios the year group teachers should work together to ensure children both at school and at home are receiving the same quality curriculum / learning / teaching opportunities.
- Each day will include a video of the teacher reading the class text.
- Each day videos will be recorded to explain key tasks.

➤ Providing feedback on work:

- Teachers and Teaching Assistants working from home will comment and feedback on work, this maybe with a positive comment or a comment to clarify understanding, or to request more information / corrections to be made.
- Common misconceptions will be addressed via a chat or video tutorial
- Work will be marked as it is completed during the week in which it is set. Any work completed after this time will not be marked.

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

- The parents of all children not in school will be telephoned once a week to check in with families.
- Families identified as requiring extra support will be contacted by pastoral staff additionally, and have door step home visits to check on wellbeing.
- Any complaints or concerns shared by parents and pupils should be shared with a member of SLT – for any safeguarding concerns, refer teachers to the section below
- If children are failing to complete work their parents will be contacted by a member of the year group team. If work is still not completed, then this issue should be passed on to the pastoral team, who will make further contact, and if necessary conduct a door step home visit.

➤ Attending virtual meetings with staff, parents and pupils:

- Dress code – Staff should dress 'smart casual' when attending virtual meetings.
- Locations – Please avoid areas with background noise, and please ensure there is nothing inappropriate in the background.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between their normal working hours as contracted.

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 the teacher by marking / commenting on work which has been set.
- Conducting telephone calls to check on the wellbeing of families not in school.
- Supporting children to access and work through the online learning.
- Attending virtual meetings with staff, parents and pupils:
 - Dress code – Staff should dress 'smart casual' when attending virtual meetings.
 - Locations – Please avoid areas with background noise, and please ensure there is nothing inappropriate in the background.

During periods of home learning, with vulnerable pupils in school, teaching assistants maybe asked to cover small classes of vulnerable pupils in school.

2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school.
- Monitoring the effectiveness of remote learning through reviewing work set, meetings with staff and by reaching out for feedback from pupils and parents.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.4 Designated safeguarding leads

We will still have regard to the statutory Safeguarding Guidance, Keeping Children Safe in Education and relevant Government Coronavirus Guidance such as Coronavirus: safeguarding in schools, colleges and other providers to ensure we keep children safe.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must always continue to come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A Designated Safeguarding Lead (DSL) or Deputy should be available at all times (see Section 4 of our safeguarding policy for more details)
- It is essential that unsuitable people are not allowed to enter the children's/education workforce and/or gain access to children
- Children should continue to be protected when they are online

The School will, as far as is reasonably possible, take a whole institution approach to Safeguarding. This will allow us to ensure that any new policies and processes in response to COVID-19 are not weakening our approach to Safeguarding or undermining the School Child Protection Policy.

2.5 IT staff

IT staff are responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff and parents with any technical issues they're experiencing
- Reviewing the security of remote learning systems and flagging any data protection breaches to the data protection officer
- Assisting pupils and parents with accessing the internet or devices

2.6 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 – 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

2.7 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 a member of SLT or ICT lead
- › Issues with behaviour – talk to a member of SLT
- › Issues with IT – talk to Mr James / Mr Davis
- › Issues with their own workload or wellbeing – talk to their line manager
- › Concerns about data protection – talk to Mrs Melbourne
- › Concerns about safeguarding – talk to one of the DSL's

4. Data protection

4.1 Accessing personal data

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

- › How they can access the data, on a secure cloud service (Microsoft 365).
- › Use school devices (where possible) to access the data.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as telephone numbers and 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

An updated Covid-19 Safeguarding and Child Protection policy is available on our website [click here](#):

6. Monitoring arrangements

This policy will be reviewed annually by governors, but will be adapted as the situation changed and governors will be updated at every opportunity and asked to review and approve.

7. Links with other policies

This policy is linked to our:

- Behaviour policy - [click here](#)
- Data protection policy and privacy notices – [click here](#)
- Online safety page and resources – [click here](#)



10 TOP TIPS

REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feed back progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.



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