

# **Remote Learning Policy**

## **Ings Farm Primary 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 attending 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 8:30 -12:00 and 13:00 -15:00.

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

- Staff are expected to set work for any children that they teach, regardless of subject
- The amount of work should be commensurate with the standard school day
- The work needs to be set by 6pm the day before
- Work should be loaded onto the 'Class DoJo' portal
- This should be co-ordinated with other teaching staff within the year group to ensure consistency across the year/subject
- Staff should also make sure that pupils with limited access to devices can still complete the work

Providing feedback on work

- Pupils can load completed work onto the 'Class DoJo' portal
- This should be marked accordingly and appropriate feedback offered
- For children who show an incomplete understanding and/or low standard outcome a tutorial via 'Microsoft Teams' should be arranged
- Staff are not expected to offer feedback and support beyond their normal working hours

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

- Staff need to monitor the year-group email account and provide responses to any queries concerns.
- If a child has not submitted any work for more than two school days within the school week (Monday – Friday) the family should be telephoned.
- If you experience any behavioural issues, such as failing to complete work or poor behaviour during a video tutorial, this should be reported to the phase leader
- Emails and telephone calls to/from parents and pupils only need to be answered in working hours

- Any complaints or concerns shared by parents and pupils need to be addressed in line with the complaints policy

Attending virtual meetings with staff, parents and pupils

- Staff need to follow the school's dress code and avoid areas with background noise, personal pictures in the background)
- If staff are working within school, the following applies:
- If part of a year group is isolating one member of staff would take responsibility for the delivery of their learning and the other would continue to teach the attending group

## 2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available in their normal 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 and learning remotely, including:
- Individual pupils they'd normally support
- Any other children, as directed by the class/year group staff

Attending virtual meetings with teachers, parents and pupils

- Support staff need to follow the school's dress code and avoid areas with background noise, personal pictures in the background
- If part of a year group are isolating, support staff will be direct to support either the remote learning or the attending group.

## 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 – explain how they'll do this, such as through regular meetings with teachers or by reviewing work set
- 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, roles would be designated as any group that needs remote learning is identified
- Monitoring the effectiveness of remote learning (conducting drop in checks, evaluating set work and assessing parental/pupil feedback)
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **2.5 Designated safeguarding lead**

The Safeguarding policy must be adhered to and any safeguarding concerns, whether observed within school or when a pupil is not attending, must be reported to the DSL.

## **2.6 IT staff**

Our internet systems manager, ONE IT, will be responsible for:

- Fixing issues with systems used to set and collect work
- Helping staff 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

## **2.7 Pupils and parents**

Staff can expect pupils learning remotely to:

- Be contactable at some stage during the school day (although they may not always be in front of a device throughout the day)
- Complete work by the set deadline
- 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 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 subject lead or the SENDCO
- Issues with behaviour – talk to the relevant phase lead
- Issues with IT – talk to 'ONE IT' staff (via Jordan)
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer (Karen Allinson)
- Concerns about safeguarding – talk to the DSL (Tim Bethell)

## **4. Data protection**

### **4.1 Accessing personal data**

When handling personal data for remote learning purposes, all staff members need to consider the following:

- How they access the data, such as on a secure cloud service or a server in your IT network (must be password protected and not saved on portable devices such as memory cards)
- Which devices they should use to access the data – staff should use school laptops rather than their own personal 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)
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Utilising the installed antivirus and anti-spyware software
- Keeping operating systems up to date

## **5. Safeguarding**

As previously stated, please refer to Safeguarding policy for further details.

## **6. Monitoring arrangements**

This policy will be reviewed termly by Amanda Ley (DSL) & Tim Bethell (DDSL & Data Protection Manager). It will be approved by the full local school board at their termly meeting.

## **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Safeguarding policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use, and online safety policies

## Daily Timetable

| Subject         | Suggested Platform | Possible Resources   | Follow Up Tutorial |
|-----------------|--------------------|--|--------------------|
| English*        | Class DoJo         | Oak Academy<br>BBC Bitesize<br>Microsoft Powerpoint<br>Bug Club<br>Reading Plus<br>Hungry Little Minds (EY)<br>Letter Join<br>Phonics Play<br>First News<br>Oxford Reading Tree<br>Monster Phonics<br>CBeebies (EY)<br>Book Trust<br>Hope Education (EY) | Microsoft Teams    |
| Maths*          | Class DoJo         | White Rose Maths<br>Mathletics<br>TT Rockstars<br>Oak Academy<br>BBC Bitesize<br>Microsoft Powerpoint  | Microsoft Teams    |
| Other Subjects* | Class DoJo         | BBC Bitesize<br>Microsoft Powerpoint   | Microsoft Teams    |

\*Tasks must follow the school's current long and medium term planning at the time the children moved to remote learning

EY – Early Years