Remote Learning Policy

Crook Primary School

Approved by:	Governors	Date: September 2020
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Contents

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 contactable during normal school hours by colleagues.
Teachers must be available for pupil communications from 10am each working day.
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
○   Teachers should upload all weekly planning (including delivery notes e.g. flipcharts) by Monday 9am each week whether in school or not on to Google classroom
○   Remote learning should always include English, maths, reading and phonics. Other work should be set for general activities/curriculum.
○   Teachers may wish to work alongside their partner teacher to provide live streaming/teaching videos across the year group.
○   The expectation for live streaming is approximately 30 minutes per day for English and maths in KS1 & 2. EYFS will deliver 3 phonics & 2 maths sessions over the week. Nursery will be sent learning ideas via MarvellousMe to complete short tasks throughout the week.
○   If live streaming, staff should be aware of their home backgrounds and make it as anonymous as possible. Staff should ensure that any items viewed in their home are suitable and professional.
○   Staff should not communicate with parents or children outside the hours of 9am-3pm.
○   Staff must follow all safeguarding procedures, acceptable use policy and other IT internet safety policy when working within Google classroom.

●   Providing feedback on work
○   Teachers should set a deadline for submission of work and check back in to respond to possible pupil questions before the end of the day
○   Teacher should provide feedback to work submitted as and when needed via google classroom classwork
○   If all pupils are self isolating, pupils who are not engaging in work set over a number of days should be prompted/reminded to access learning via an email/phone call home
○   If staff receive any inappropriate comments from parents or pupils, they should mute Google Classroom and inform the HT. If possible, staff should screenshot the comment and then delete.

●   Keeping in touch with pupils who aren't in school and their parents
○   It is expected that parents call the school daily if a child is self-isolating.
○   If a child is not engaging with remote learning, the teacher should get the office to check if the child is ill.
○   If the child is not ill, the teacher should have a conversation with the parent to ask them to support some learning.

○   If a child is on the vulnerable list the teacher should liaise with the PSA to contact parents. No one should assume that the parent has been contacted. In this instance, communication should be recorded on CPOMS.

●   Attending virtual meetings with staff, parents and pupils
○   Teachers will be expected to attend virtual meetings when required e.g. CPD, looked after reviews, SENCO related conversations with external agencies.

Teaching in school in a critical worker bubble
If teachers are working in school (critical worker children), they will deliver remote learning from the classroom whilst the children in school access their class remote learning under the supervision of a TA.

Self-isolation
If a teacher has to self-isolate through track and trace, or a household member is self isolating they will be expected to teach from home for the full school day. There will be a member of staff in the classroom to support the children. However, it will be the teacher's responsibility to direct the learning and set the work from home.

Illness
If a teacher is ill, sickness absence rules apply and the teacher would not be expected to work from home. Teachers will be expected to report illness in the usual way.

Individual children isolation in the teacher's class
Children should access normal lessons (as though in school) via google classroom. In the event of a child not having access to a computer, a study book will be ready for collection by a friend or member of the family who is isolating.
●   Class camera to be turned off for safeguarding procedures so that children in school cannot be seen at home.
●   Teacher to set up a google meet with the child/children daily as a means to allow children to access screen sharing/teaching input in lesson.
●   The school has signed up to the Dfe laptop scheme to allow pupils without technology to access a remote learning platform but no further details as yet.

Year group bubbles self-isolating where teacher(s) are well.

●   Teachers should work together to provide remote learning so that in the case of one of them being ill, the other teacher can provide work for the whole year group (this should not produce extra demands).
●   Teachers should provide maths/English daily and general activities for the wider curriculum.
●   There should be live remote learning (teachers to decide how to share workload between them) from 10am. The expectation is that over the week, teachers divide the workload equally either through marking, subject or live broadcasting depending on their talents.
●   In the event of one teacher being ill, a general comment should be put on and that class would not have their work individually marked.
●   In the event of both teachers being ill, a message should be put on by either teachers or if too ill, by SLT or TAs to post general activities.

PPA Teachers
●   If either of the PPA staff are self-isolating, and not ill they should as other staff teach from home.
●   In the event of having to self-isolate at home, they should teach from home to other classes.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between contactable during normal school hours by colleagues. Teachers must be available for pupil communications from 10am each working day.
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 in school when the teacher is self isolating
○ At times it will be necessary for TA's to cover the class whilst the teacher streams from home. Teachers will be used in the first instance.

● Supporting pupils who aren't in school with learning remotely
○ If the bubble goes home, the TA should be online at the same time as the class teacher and under the direction of the class teacher provide differentiated tasks/resources to identified pupils.

● Attending virtual meetings with teachers, parents and pupils
○ TAs will be expected to attend virtual meetings when required e.g. CPD, looked after reviews, SENCO related conversations with external agencies.

TA is self isolating but not ill

If the TA is self-isolating and not ill, the teacher should ask the TA to create resources/support with admin tasks etc. They will be expected to support children in class virtually as directed by the teacher.

2.3 SENCO

Alongside their teaching responsibilities,SENCO is responsible for:
● Working with teachers remotely to make sure all work set for SEN pupils is appropriate and consistent
● Monitoring the remote work set by teachers for SEN pupils
● Alerting teachers to resources they can use to support the teaching of SEN pupils
● Contacting SEN children who have an EHCP and liaising with class teachers to provide appropriate work and support for mental wellbeing.

2.4 Senior leaders

Senior leaders are responsible for:
● Co-ordinating the remote learning approach across the school
● Monitoring the effectiveness of remote learning
○ DHT to regularly check teacher/pupil interactions within google classroom, % of pupils engaging in teacher tasks, quality of work set & feedback provided
● Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

Managing referrals

The designated safeguarding lead & deputy DSLs are expected to:

● Refer cases of suspected abuse to the local authority children's social care as required;

● Support staff who make referrals to local authority children's social care;

● Refer cases to the Channel programme where there is a radicalisation concern as required;

● Support staff who make referrals to the Channel programme;

● Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

● Refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead & deputy DSLs are expected to:

● Act as a point of contact with the three safeguarding partners;

● Liaise with the headteacher l to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

● As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;

● Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

● Act as a source of support, advice and expertise for all staff.

Raise Awareness

The designated safeguarding lead & deputy DSLs should:

● Ensure the school's child protection policies are known, understood and used appropriately;

● Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

● Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and

● Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

2.6 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

2.7 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
- Be responsible for switching the home camera off if they do not want their child to be viewed by other children from home.

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 – DHT
- Issues with behaviour – HT/SLT
- Issues with IT – talk to IT staff
- Issues with their own workload or wellbeing –HT
- Concerns about data protection – talk to the data protection officer
- Concerns about safeguarding – talk to the DSL

4. Data protection

4.1 Accessing personal data

Teachers must follow school data protection policy. All data protection concerns should be referred to the HT & Data Protection Officer. Please see separate Data Protection Policy.

GDPR Data Protection Policy

5. Safeguarding

Teachers must follow school safeguarding policy and reporting protocols. All safeguarding concerns should be referred to the DSL. Please see separate Safeguarding Policy.

Safeguarding Policy

6. Monitoring arrangements

This policy will be reviewed every term by Headteacher, Deputy Headteacher & IT Manager. At every review, it will be approved by the full 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