

Remote learning policy

Camrose Primary School



Article 3: All organisations which are involved with children should do what is best for the child.

Article 19: All children should be protected from violence, abuse and neglect

Approved by:	FGB	Date: 15-09-20
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Next review due by:	Sept 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 in relation to self-isolation as a result of Covid-19.
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection.

2. Introduction

Remote education makes a significant contribution to enabling pupils to continue to learn and progress and to mitigate any widening of the attainment gap for the disadvantaged.

In order to ensure that learning is continued, irrespective of lockdown or self-isolation, Camrose Primary School and Nursery has developed the following plan. This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus

The plan complies with the expectations and principles outlined in the DFE document [Guidance for Full Opening of Schools](#)

Worksheets and Practical Resources

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work, ensuring immediate opportunity to continue their learning. This measure will afford teachers a short time to prepare their remote learning resources in the event of a longer isolation period.

In the event of a positive Covid-19 test result, where a pupil must self-isolate, learning will transfer to the online learning platform from the third day of absence.

Families, who are unable to access the online learning platform for whatever reason, are asked to contact the school office immediately. Training and support will be offered to these families.

In the event of any form of isolation and loss of learning caused by Coronavirus, parents must understand that engagement in home learning is compulsory, as is the expectation that our school makes that provision available and accessible to all. However, if children themselves are too ill to attend then they should not be expected to engage in home learning.

3. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between 9.00am and 3.00pm.

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:

- For their own class and that of their year group colleague if necessary.
- Float staff must provide work for the classes they cover and fulfil the class teacher duties for this work as listed below
- The work provided must reflect the timetable as if pupils were in school. This includes at least one math and English lesson daily, and at least one of each of the Foundation subjects during the week.
- The work needs to be set by 5pm for the following day.
- Work should be uploaded onto the remote learning platform – Google Classroom. The class teachers are responsible for this.
- All work that pupils must complete and turn on using Google Classroom MUST be created using the Google Suite format (docs, slides, forms etc)
- Teacher should co-ordinate with other teachers, including those teaching in school, to ensure consistency across the year/subject and to make sure pupils with limited access to devices can still complete the work via the online learning platform, email and text.
- Use video conferencing for Storytime sessions, short assemblies, pre-recorded teaching segments – NOT for the live teaching of whole sessions but staff may want to pre-record a 5 – 10 minute teaching segment for a particular skill.

› Providing feedback on work:

- Pupils will complete work on Google Classroom where it can be accessed by the teacher
- Teachers are expected to share feedback with pupils for each piece of work using the Google Classroom feedback message box.
- Feedback on completed work must be given within 36 hours of the work being completed / end of the particular lesson.

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

- Teachers are expected to make regular contact with pupils who are not in school for a prolonged period – over 5 school days. They should do so using emails, the Google class messaging / google meets or phone calls.
- Teachers are expected to respond to queries via Google Class or emails from parents and pupils within 24 hours. Responses should NOT be made outside of working hours.
- Any complaints or concerns shared by parents and pupils including for any safeguarding concerns should be dealt with following normal school procedures. Teachers will inform the HT of any complaints or concerns that they may have.
- Behavioural issues, such as failing to complete work shall be dealt with through discussions with parents over the phone.

› Attending virtual meetings with staff, parents and pupils – cover details like:

- Dress code remains as it is at school
- Locations, ensure that you avoid areas with background noise, ensure that nothing is inappropriate in the background

3.1 SENCo

- The SENCo will follow all the roles and responsibilities of a teacher but for the intervention groups that she teaches.
- Monitoring the effectiveness of differentiation for all pupils across all classes.
- Monitoring the provision for K code and EHCP children.

- Supporting teacher's with their differentiation for remote learning.
- Maintaining all tracking of SEND pupils.
- Maintaining the SEND register remotely.
- Attending relevant meeting, including those with outside agencies, remotely.
- Communicating to staff working at home any outcomes from professionals meetings with regard to children in their class, for e.g. SALT, EP.
- Supporting TAs with remote provision of work for their intervention groups.

3.2 Learning Mentor

- Always being available during school hours, either in the school building or by phone, to anyone working at home remotely.
- Maintaining 'My Concern' remotely.
- Communicating to staff working at home any outcomes from multi agency meetings with regard to children in their class.
- Communicating directly with parents to alleviate concerns.
- Communicating at least weekly with any children on a CIN plan or child protection plan.
- Providing support to any children they are supporting in school with mental health needs via Google class or phone
- Provide and maintain a 'wellness' room on Google class where all pupils can access support and advice as needed.
- Ensure resources and activities are available to support pupil's mental health and wellbeing during self-isolation through the schools online learning platform.

3.3 Teaching assistants / HLTA's

When assisting with remote learning, teaching assistants & HLTA's must be available between 8.30am – 3.30pm or during their normal working hours if they are part time.

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:
 - Interacting using the Google comment / private message stream, to support pupils who are having difficulty during the lesson time
 - Providing differentiated activities for the pupils they usually work with.
 - Providing feedback to the pupils they usually work with in class
 - Providing work and support for their normal intervention groups.
- Attending virtual meetings with staff, parents and pupils – cover details like:
 - Dress code remains as it is at school
 - Locations, ensure that you avoid areas with background noise, ensure that nothing is inappropriate in the background)

3.4 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 through regular meetings / discussions with teachers, by reviewing work set and completed work / assessment pieces
- Alerting teachers to resources they can use to teach their subject remotely

4.0 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school – supporting the ICT Assistant responsible for uploading / overseeing this.
- Monitoring the effectiveness of remote learning – through regular meetings with teachers and subject leaders, reviewing work set and reaching out for feedback from pupils and parents
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

5.0 Designated safeguarding lead

The DSL is responsible for:

- Always being available during school hours, either in the school building or by phone, to anyone working at home remotely.
- Ensuring that staff is certain that remote learning systems are appropriately secure, for safeguarding reasons.
- Maintaining 'My Concern' remotely.
- Monitoring the use of 'My Concern' and acting on any reported concerns from staff working at home remotely.
- Communicating to staff working at home any outcomes from multi agency meetings with regard to children in their class.
- Documenting a communication plan for any child who is deemed to be on the edge of social care support, or who would normally receive pastoral-type support in school. This plan needs to be reviewed fortnightly and if additional support services are required the necessary referrals need to be made.
- Communicating with parents, where a teacher working at home remotely, reports that a parent is concerned about the risk of the child contracting COVID19. The DSL will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

- Attending all relevant meetings including multi agency meetings remotely or via phone.
- Keeping up-to-date with government guidance and policies and ensuring the school is aware and meeting these.
- Ensuring all Safeguarding policies and practices are updated and shared with staff as necessary.

6.0 IT staff (Wibird / ICT Assistant)

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

7.0 Pupils and parents

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although 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 via Google Class messaging, phone or email.
- 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
- Ensure that their child is completing the work set and deadlines are being met
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

8.0 Governing board

The governing board is responsible for:

Insert details, such as:

- 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

9.0 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 SENCO
- › Issues with behaviour – talk to the relevant head of phase or the Learning Mentor
- › Issues with IT – talk to Computing Lead or WiBird staff
- › Issues with their own workload or wellbeing – talk to their line manager – Phase Leader
- › Concerns about data protection – talk to the data protection officer / HT
- › Concerns about safeguarding – talk to the DSL

10.0 Data protection

10.1 Accessing personal data

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

- › Use LGFL Remote Access platform to access the school server using only their encrypted school laptop.
- › Staff must only use the laptop the school has provided, NOT their own personal devices, to access the data from the school server.

10.2 Processing personal data

Staff members may need to collect and/or share personal data such as names 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.

10.3 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
- › 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
- › Ensure devices are stored safely.

11.0 Safeguarding

All staff has been e mailed the updated Harrow Covid-19 child protection policy.

This is now in the Staff Shared area under the statutory policy section entitled: 'Harrow Safeguarding Amend – COVID 19 March 2020'.

In addition the following things need to be considered when working remotely:

- Ensure that any children who are consistently not engaging with remote learning are reported to the DSL using My Concern.
- That all learning materials and videos that are uploaded onto the online learning platform are appropriate, from a bona fide source and has been checked prior to being uploaded.
- That staff do not engage with a pupil on any other platform apart from designated school one, i.e. facebook, Instagram, whatsapp, etc.
- Do not share your personal data / information with any child or parent.
- Do not accept any friend requests from parents or children on any non-school online learning platforms or social media.
- Use appropriate language in your feedback on google classroom – in line with current marking policy.
- Staff behave in a professional manner at all times and any self-videoing / live streaming lesson is appropriate ie: background, dress code, noise etc.

12.0 Monitoring arrangements

This policy will be reviewed at least annually but as often as appropriate and manageable by the HT / Computing Lead. At every review, it will be approved by the ABC Committee.

13.0 Links with other policies

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety policy