



Remote Learning Policy

St Nicholas CE Primary Academy

Approved by:	Chair of Governors	Date: 07/01/2021
Last reviewed on:	06/01/2021	
Next review due by:	05/01/2022	

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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

2. Roles and responsibilities

1 Teachers

When providing remote learning, teachers must be available between 8:30 and 3pm.

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 the entire year group ensuring appropriate differentiation where needed
 - There is a clear expectation that children will read daily, have access to KIRFS and have spellings or letter sounds to learn. In addition to that, there is to be a minimum of an English lesson and maths lesson daily, with options for afternoon learning. There must be an RE lesson every week although other subjects may be blocked as appropriate. Teachers, both virtual and in school, should read a story to their class each day.
 - The overview of work for the week must be online and ready to access by the Monday, although paper versions need to be in the office to be delivered by the previous Friday.
 - Work should be available on Class Dojo with a link to the class page on the school website. Pre-recorded lessons and stories will be on Class Dojo. The teacher providing the virtual learning will ensure that it is on both classes' dojo pages. Pre-recorded lessons maybe uploaded daily to support the worksheets – there is no expectation that all of the pre-recording will be done and uploaded by Monday morning.
 - Year group teachers will co-ordinate with each other regularly to sort the planning and worksheets. Teachers in class will all have allocated PPA time during the week and can use this time to Zoom their parallel teacher to ensure they are both ready for the following week.
 - Pupils with limited access to the Internet are to either have paper copies of learning made available or may have been prioritised to get a laptop or dongle.
- Providing feedback on work:

- Children upload their work using portfolios on Class Dojo
 - Teachers are then able to comment on the work submitted – we are not expecting detailed feedback marking that requires a response from the children. If a child has clearly not been able to access a concept, they can be messaged on dojo or attend a zoom drop in session
 - Work should be marked regularly with no child waiting more than 3 days for an acknowledgement of their work
- Keeping in touch with pupils who aren't in school and their parents:
- If teachers are concerned that a child is not engaging with learning or responding to dojo messages, they will inform SLT who will add the family to the vulnerable list and will aim to make contact in other ways
 - Teachers do have quiet times set on their messages but should aim to respond to parents within 24 hours unless it is over the weekend.
 - If teachers have any safe-guarding concerns they must use My Concern as normal. If they are concerned that there is an immediate risk to the child or family member, contact a DSL immediately. There is always a DSL available at school for support.
- Attending virtual meetings with staff, parents and pupils:
- Staff are to dress professionally
 - Staff will try to ensure that virtual meetings take place where there will be no interruptions and to check that the background is clear of anything inappropriate
 - If there is ever an occasion when the teacher covering remote learning cannot be available, then a message will be put on dojo explaining that it may take longer to respond to queries as the teacher is not around. However if there is a class TA available in school to monitor the dojo then this will happen.

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available during their 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 with learning remotely
- They may be responsible for the children they directly support in school if they are employed on a 1:1 basis
- Support will be based around the needs of their allocated child whether that is motivation or differentiated tasks
 - Staff are to dress professionally
 - Staff will try to ensure that virtual meetings take place where there will be no interruptions and to check that the background is clear of anything inappropriate
 - If staff are unavailable, they will post a message on dojo saying it may take longer to reply than normal because they are unavailable and the virtual teacher will respond

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
- Alerting teachers to resources and training they can use to teach their subject remotely
- SENCO: to maintain regular contact with the parents of SEND children to monitor how they are coping with remote learning
- SENCO: to advise staff of any online courses that would specifically support the learning and mental well-being of SEND children and families

2.4 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
- Being aware of the children who are not engaging with the learning and contacting parents to see if any additional support is required
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Designated safeguarding lead

The DSL is responsible for:

The ongoing safety and well-being of our school community including children, staff and families. (See Appendix 1 – safeguarding policy)

2.6 Information Technology

Parents are responsible for ensuring that they have adequate firewalls and that their child is not accessing inappropriate material online.

Parents are responsible for the behaviour of their child if they are taking part in zoom meetings.

If staff are experiencing issues with IT, they will follow the normal in school policies.

If staff are unable to work remotely from home (eg: poor internet connection), they can work from school in a socially distant way – in the parallel classroom

2.7 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
- 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 phase lead, subject lead or SENCO
- › Issues with behaviour – talk to the relevant phase lead or member of SLT
- › Issues with IT – email support and/or contact Business Manager
- › Issues with their own workload or wellbeing – talk to their phase lead or DHT (mental health lead)
- › Concerns about data protection – talk to the Business Manager
- › Concerns about safeguarding – Report on My Concern and contact the DSL

4. Data protection

4.1 Accessing personal data

There are very few members of staff who can access remote data. Teaching staff are unable to access SIMS from home.

Those members of staff who are able to can explain:

- › How they can access the data, such as on a secure cloud service or a server in our IT network
- › Which devices they should use to access the data

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as addresses, contact details and dates of birth as part of the remote learning system, monitoring and making referrals. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen. This will primarily be the SENCO, FLO, Administrative staff and SLT.

Class teachers will not be sharing this information 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

- › Ensuring compliance with the school's Acceptable User Policy (copies can be found in staff handbook for easy reference)

5. Safeguarding

Safeguarding remains at the heart of what we do and whether a child is in school or not, if there are any concerns these must be reported. Monthly SNIT meetings will continue either virtually or face to face as appropriate. There are arrangements in place that vulnerable families will be contacted weekly to ensure that they are coping during lockdown.

6. Monitoring arrangements

This policy will be reviewed annually. At every review, it will be approved by governing body

7. 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
- › Home-school agreement
- › ICT and internet acceptable use policy
- › Online safety policy