

Remote Learning Policy

Beechwood Primary School



Approved by: MISS S HUNTER **Date:** 15.01.21

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Background

This policy is in place to ensure the ongoing education of Beechwood Primary School pupils under unusual circumstances. This policy will outline aims, roles and responsibilities and actions the school will take should any future closures take place from an illness epidemic. It also covers the ongoing education of year groups, classes and individual pupils who cannot be in school due to isolating but are able to continue with their education when the school remains open.

1. Aims

This remote learning policy for staff aims to:

- Ensure consistency in the approach to remote learning for pupils who are not in school
- Set out expectations for all members of the school community with regards to remote learning appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

- From Tuesday 5th January 2021 all teachers are expected to be working either in school planning and delivering the National Curriculum for the keyworker and vulnerable children in their class or supporting Remote Learning via Google Classrooms at home. Lessons will be delivered in person in a similar way to pre-Covid 19 practice while working in line with the safe working practice outlined in the school's Risk Assessment.
- The school and staff will use Google Classroom as the main platform for delivering remote learning. The content will vary depending on a child's year group.

1.1.1 Remote learning for non-keyworker or vulnerable children who are learning at home

When providing remote learning, teachers are responsible for:

- Working in collaboration with their year group partner to ensure consistency of approach, equal opportunities to access the learning and teaching of all learners.
- Uploading daily reading, writing and maths lessons via a PowerPoint and teaching points on the website.
- In maths this will include a combination of White Rose maths (the scheme used by the school), Mathletics, White Rose videos, Oak Academy videos, PowerPoints shared in the classroom and resources/worksheets used in the classroom. Extra adhoc pre-recorded

support videos will be uploaded to Google Classrooms for individuals or groups as needed throughout the week.

- In English this will follow the sequence of learning happening in the classroom. The quantity will be dependent on the age/ stage of your child. Some/ all of these will be sent in to your class teacher for marking. This will include spelling, grammar, writing and reading. Pre-recorded audio recordings will be added to PowerPoints using Loom on a regular basis and uploaded to Google Classrooms.
- In addition to this teachers will:
 - Provide additional supporting PowerPoints, supporting materials or links to supporting websites if required.
 - Provide access to the RWI platform for quality daily phonics lessons
 - Hold a Live zoom check-in meeting with the year group on a daily basis in order to talk through the day's work, check-in with the children and answer any questions that need answering.
 - Upload a daily story reading pre-recorded video or in the case of Early Year's hold a live story reading session 3 times a week.
 - Upload a weekly pre-recorded video of guided reading texts read out loud.
 - Provide worksheets and/or activity support to provide structure and scaffolding to aid learning and completion of the learning objectives.
 - Provide support in a number of learning activities for reading, writing, maths Arts, Kinesthetic, ICT, Social, Individual, Grammar, Punctuation and Spelling
 - Provide an afternoon Learning Grid for topic, Science, RE, French, Music and PE lessons – there will be links to YouTube videos, Oak Academy videos or other resources. This grid will mirror the work that is being undertaken by keyworker and vulnerable children in school.
 - Provide links to White Rose and other educational websites
 - Provide links to The Oak Academy online to further support the children' learning
 - Consider how families with limited access to devices and online platforms can still access learning opportunities being provided.
 - Ensure there are new home learning books for parents to pick up from outside Reception if needed through the National Lockdown.
- Class teachers may be asked to supply work for their parallel year group class, if needed.
- The learning will be uploaded on to Google Classroom by 7pm for the following day.
- The learning uploaded may make use of online platforms used throughout the school where teachers can set learning for the children and track and monitor completion and progress. Platforms include:
 - Purple Mash (Whole School) provide a full range of software for learning activities across the curriculum and allow staff to set 'To Dos' for children to complete. www.purplemash.com
 - Differentiated maths activities can be assigned and completed through Mathletics (Whole School) www.mathletics.com
- For any families unable to access online content, teachers will arrange for documents to be printed and made available to be collected from the school office.

- During class/year group or school closure children will be asked to upload their learning via the learning platform; Google Classroom.
- Teachers will provide brief feedback to at least one piece of learning sent in per student per day unless unforeseen circumstances prevent this from being able to take place.
- Children completing learning on online learning platforms including Mathletics and Purple Mash will receive feedback through the platform and all progress and learning will be reviewed by the class teacher.
- All communication during the National Lockdown will be via the Google classroom, the school email address and text message service.
- Class teachers will make regular and meaningful contact with pupils. This will include a phone call once every two weeks for children not engaging with the daily live check-in meetings.
- Class teachers will contact children who do not submit at least some learning each day.
- Teachers at home will be available to work online daily between 8:30 and 5.00pm, Monday to Friday with break mid-morning and for lunch.
- If complaints or concerns are shared by parents and pupils, teachers are to forward them to SLT to work in collaboration for resolving situations. For any concerns regarding safeguarding, all parties should refer to the school's safeguarding policy and contact the schools Designated Safeguarding Lead – Miss Sally Hunter or Mrs Rachel Minter.
- If teachers are concerned regarding pupils not completing learning set, conversations with pupils' parents will take place to establish any obstacles and/or barriers, search for ways to overcome these, work in collaboration with SLT to support pupils and families in accessing learning opportunities.
- Teachers will be required to attend virtual meetings and training with staff and, on occasion, external providers and parents via Microsoft Teams or Zoom. During these meetings it is expected that staff adhere to standard dress code as outlined in the school's code of conduct. When selecting a location to attend the training remotely teachers are expected to select a location with limited background noise and a neutral/professional background.
- Children with EHCPs will be provided with work that is in line with recommendations in their plan or that would have been completed in class. It will be adapted as appropriate and may be supplemented by scaffolding and support materials or may be adapted sufficiently to meet the needs of remote learning

2.2 Teaching assistants

- From January 5th 2021, all Teaching Assistants are expected to be working either in school supporting the delivery of National Curriculum for the keyworker and vulnerable children in their class or at home supporting Remote Learning. Lessons will be delivered in person in a similar way to pre-Covid 19 practice while working in line with the safe working practice outlined in the school's Risk Assessment.
- If a class/year group within the team the teaching assistant is working in requires to self-isolate, the teaching assistant will only need to do so if they were working within the same class and with contact with individuals with confirmed case. Details will be confirmed by the Headteacher. Teaching assistants not required to self-isolate will provide support within

a class in their key stage team or alternative provide administrative support while working independently.

- When assisting with remote learning, teaching assistants must be available between their contracted working hours to provide support to class teachers with preparation of resources and online support of identified learners.
- If they are 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 children in receipt of Free School meals and Pupil Premium Grant.
 - Supporting children who receive 1:1 support with a more bespoke programme of support if necessary
 - Establishing contact through telephone calls and/or year group e-mail address.
 - Preparing resources and completing administrative tasks to aid learning and teaching and meeting of personal learning targets.
 - Pre-recording readings of quality texts or books for story reading sessions which will be uploaded to Google Classroom.
- Attending virtual meetings with staff and professionals via Microsoft Teams or Zoom. These meetings may include working with teachers to discuss supporting learning and teaching remotely and completion of administrative work to support learning and teaching or working with colleagues and/or external providers during training opportunities.
 - During these meetings it is expected that staff adhere to standard dress code as outlined in the school's code of conduct. When selecting a location to attend the training remotely teachers are expected to select a location with limited background noise and a neutral/professional background.

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.
- Monitoring the effectiveness of remote learning through weekly SLT meetings where team leaders will feedback key points from their weekly team meetings.
- Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Subject leads and SENCo

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning

2.6 Designated safeguarding lead

- Our DSL is Rachel Minter, Deputy Head teacher. The DSL takes lead responsibility for child protection and wider safeguarding. During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Outside of school hours the DSL can be contacted via the deputy headteacher or headteachers email
- When the DSL is absent, the deputies will act as cover
 - Miss Sally Hunter Headteacher
 - Mrs Julie Baker: Higher Level Teaching Assistant
 - Mrs Vicki Hamer: Office Administrator and Extended Day Leader
 - Ms Lucy Radburn: Teaching Assistant and Extended Day Deputy Leader
- School will be expected to have a trained DSL (or deputy) available on site. In exceptional circumstances, where this is not possible due to high levels of staff absence, a senior leader will assume responsibility for co-ordinating safeguarding on site. This would include updating and managing access to child protection files or as and when necessary, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments
- In dealing with any new safeguarding concerns, a DSL from one of the other Frays schools will provide professional support to ensure cases are dealt with effectively and in-line with guidance.
- The DSL will be given the time, funding, training, resources and support to:
 - Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children
 - Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The Deputy DSL will keep the DSL/Head teacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL are set out in their job description.
- The safeguarding lead will ensure all staff are aware that at Frays, we agree that there is a need for guidelines to be adhered to by all staff when delivering virtual lessons, especially where webcams are involved. Therefore, we agree the following:
 - No 1:1 sessions will be held, groups only
 - Staff and children must wear suitable clothing.

- Any filming should be undertaken in an appropriate space, preferably a classroom. However, if this is not possible then online video should take place in area with an appropriate backdrop, not in a bedroom; and the background should be blurred.
- Online lessons should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate
- Staff must only use platforms provided by Frays Academy Trust to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

2.7 IT staff

IT staff - In school support and external support from Waterman Solutions 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

2.8 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

2.9 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 SENCO
- Issues with behaviour – talk to the relevant member of the Senior Leadership Team, Deputy Headteacher and Headteacher

- Issues with IT – speak to Mr Blackaby or call Waterman Solutions
- Issues with their own workload or wellbeing – talk to their line manager
- Concerns about data protection – talk to the data protection officer- Mrs Alison Cowen
- Concerns about safeguarding – talk to the DSL- Miss Hunter or Mrs Minter

4. Data protection

4.1 Accessing personal data

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

- Be able to access the data from the shared drive on the school server in our IT network
- Use their school laptop to access the data rather than any 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

These tips are based on our article on the [GDPR and remote learning](#).

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

The school's child protection policy has been updated to reflect the current Covid 19 situation. The COVID 19 Arrangements for Safeguarding and Child Protection at Frays Academy Trust can be found on the schools website.

6. Monitoring arrangements

This policy will be reviewed every half term by Headteacher, Miss S Hunter. At every review, it will be approved by Local Governing Body and Frays Academy Trust.

7. Links with other policies

This policy is linked to our:

- Child protection policy and coronavirus addendum to our child protection policy
- Behaviour policy including Appendix 2: Interim Guidance: Managing Behaviour in Response to COVID-19
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy